



Special Educational Needs Information Report And SEND policy November 2017

Ocklynge Junior School



1. About this report	Referenced 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 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?	
<p>I If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex</p>	<p>SEND CoP 6.79 bullet 5</p>

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.

- [Ocklynge admissions policy](http://www.ocklynge.co.uk/policies.html)
<http://www.ocklynge.co.uk/policies.html>
- [school admissions - East Sussex.gov.uk](http://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 Inclusion office via the school office 01323 725839 extension 135.

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 emailed or 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 725839.

The class teacher will then put in a referral to the Inclusion Team for any further advice, support, referrals, assessments or observations as necessary. The Inclusion team is led by Ms Sharon Knights, Assistant Head / Inclusion (which includes the SENCO role). She is responsible for leading on 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, is the line manager for the learning support assistants (LSAs) and works closely with outside agencies. Ms Knights works closely with the following adults specifically regarding SEND provision;

Mrs Sharon Souto, Additional Educational Needs (AEN) teacher (P/T)
Mrs Yvonne Sevette, Inclusion Admin (P/T)
Mrs Joanne Edgoose, the Parent Support Advisor and Thrive practitioner
Mr Piercy, HLTA and behaviour support
Mr Chris Chappell, behaviour mentor
Mrs Joanne Simmons, Social, Emotional and Mental Health interventions
LSA (2 hrs per week)

There are also three LSAs who have been trained to deliver specific interventions and who have the role of Additional Needs Assistants but are currently deployed elsewhere.

The role of SENCO is held by Ms Sharon Knights, Assistant Head / Inclusion

Contact via the school office 01323 725839 x135
Or email senco@ocklynge.e-sussex.sch.uk

<p>3. Which children does the school provide for?</p>	
<p>We are a large maintained Junior School of 840 pupils. We admit pupils from age 7-11. We usually have between 35 and 37 pupils in a class. We are an inclusive school. This means we aim to provide for children with all types of special educational needs.</p>	<p>SEND CoP 6.79 bullet 1</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>At Ocklynge 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 positive learning experiences and achieve their full potential. We offer a calm, caring environment and compassionate, committed staff who will be keen to help your child succeed and to form a close working partnership with yourselves. Our aim is to be able to welcome all children to Ocklynge, 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, a very large school site and large class sizes.</p> <p>The school will aim to identify any additional needs as soon as possible by-</p> <ul style="list-style-type: none"> ➤ Liaising closely with Infant feeder schools prior to children joining the school ➤ Listening to and investigating concerns from parents ➤ Close tracking of children's progress and attainment ➤ Close liaison between SENCO, Inclusion team, Heads of Year/Phase and class teachers <p>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 which may include the Head of Year, AEN teacher and the SENCO. This may result in advice being sought from outside agencies or referrals to them being made. At this point there will be a formal consultation process with parents to gather their views and plan a way forward.</p> <p>For some pupils a more in depth individual assessment may be undertaken by the school. This may include a language screening test or 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.</p> <p>Parents will be consulted if their child continues to need ongoing additional and different support in order to make progress and would benefit from being added to the Special Educational Needs register.</p>	<p>SEND CoP 6.79 bullet 5</p>

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 plan (ANP). 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://consultation.eastsussex.gov.uk/childrens-services/escs-sen-matrix/supporting_documents/SEND%20Matrix%20Guidance%20for%20Use%20February%2023%202016.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 (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. 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 children may have one or more of the following broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism

SEND CoP
6.79 bullet 5

- **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 SEN Co-ordinator (SENCO) will in the first instance ask the Additional Needs Teacher to 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. We have a limited capacity to test pupils for dyslexia and will offer this diagnostic screening test to parents should there be evidence of this possibly being the underlying cause of difficulties with progress and attainment. We operate a waiting list for this service. 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 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 parents and also to the Head of Year or Phase. 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. 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 our Pavilion lunch time support group to help them. This is also a resource for rewarding those that show excellent behaviour and this provides a high standard of role model for those children who need additional help with this. If parents and school agree a referral needs to be made to investigate the underlying causes of ongoing difficulties (social, emotional, mental health) then the Inclusion Team will initiate this process.

The school funds a Parent Support Advisor Ms Jo Edgoose, who is able to provide advice and support to parents who have children who display anxiety or challenging behaviour at home. She is also able to signpost and refer to other agencies for support if needed, or to our pastoral and medical advisor in school. In addition to supporting with concerns raised by parents about their children, Ms Edgoose is also able to signpost for support with issues around housing and welfare. Referrals are made via parents meeting with the class teacher and 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 teaching 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 small groups from a learning support assistant (LSA).
- Small group work on specific topic for a time bound period of intervention with an LSA away from class
- Targeted Individual support for specific programmes such as physiotherapy plans given to the school by health services.
- Attendance of supervised lunch time club – The Pavilion
- Specialist equipment such as sloping writing desks
- 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).
- The aim is for pupils to be independent learners and we actively discourage pupils having one to one support apart from specific interventions.

SEND CoP
6.79 bullet 7

<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. We will set high expectations for all pupils. We aim to make every classroom an accessible learning environment. 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 class teachers, Head of Year (HOY) or Phase Leader and the inclusion team keep a record of all provision and impact of any interventions made. The Inclusion teachers may work alongside the class teachers to make reasonable adjustments to the learning environment in order to support curriculum access and progress.</p>	<p>SEND CoP 6.79 bullet 8</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 or in some more complex cases, an Additional Needs Plan. 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 	<p>SEND CoP 6.79 bullet 3</p>

<ul style="list-style-type: none"> • 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. • Employing a Parent Support Advisor (PSA) • Offering parent training and information sessions. 	
<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 pupil school council (Rainbow groups) • 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>SEND CoP 6.79 bullet 4 and 6.79 bullet 5</p>
<p>10. How does the school prepare and support children to transfer to a new school or the next stage of education and life?</p>	
<p>Links are actively maintained with the main feeder infant schools and receiving secondary schools. The SENCOs of all schools liaise regularly and information is passed both ways to ensure successful transition.</p> <p>For any transitions, be it preparation for a new class, a new place or a change of school, we plan additional transition group work, visits and meetings as needed. We are flexible in our approach according to the needs of individual pupils. 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.</p> <p>Pupils coming in to Year 3 have several opportunities to visit in small groups, attend whole class swimming visits (when pool in operation again) and have our staff visit their school. Some parents may request 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. We have regular opportunities for training linked to our school improvement plan. We are particularly focussed on quality first teaching 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.</p> <p>We respond to the needs of the pupils in particular classes and train staff appropriately, engaging the support and advice of specialists from outside agencies.</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>SEND CoP 6.79 bullet 9</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 observations 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 send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</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/</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.</p> <p>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> <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 	<p>Section 69 Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<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. 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>SEND CoP 6.79 bullet 11</p>
<p>15. What support is there for children's overall well-being and their emotional, mental and social development?</p>	
<p>The school provides support for all pupils through our PSHE curriculum and Social Emotional and Moral Education running through our entire curriculum. 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 support by the class teacher using our Single Referral</p>	<p>SEND CoP 6.79 bullet 12</p>

Form and provision will be planned as available. Pupils who are anxious about lunchtimes or whom struggle with socialising or friendships lunchtimes will be invited to attend the Pavilion group. We have introduced the THRIVE approach into our school to further enhance meeting the emotional needs of our pupils. The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services etc. Please see our behaviour policy for more information.

16. What specialist services does the school use to support children and their families?

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.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

The school maintains positive and regular contact with support services in Children and Young People’s Services.

One or more of the following agencies might be asked to support in the work with a child.

- Educational Support, Behaviour and Attendance Service(ESBAS)
- 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

The school also has the following special facilities:

- The Oasis- A room to run social skills groups, behaviour groups, friendship groups or programmes based on individual need. The room runs sessions staffed by specifically trained LSAs .
- The swimming pool (currently closed) has a hoist for lifting disabled persons in and out of the pool.
- The school has wheelchair access to the ground floor and various handrails around school to support disabled pupils.

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<ul style="list-style-type: none"> • Several staff have expertise and qualifications in dyslexia friendly teaching and Autism. • A Parent Support Advisor (PSA) is employed by the school to work with parents and pupils. Parents are referred to this service by the child's class teacher. The support can be either a one off signposting to other services support or a block of support for up to 12 weeks. • A behaviour support mentor – pupils referred via the single referral form and senior leaders. • A student support officer works in our medical room (vacancy to be filled soon) and is able to deal with minor health concerns, individual health plans for pupils and supporting children with minor anxiety and worries. • A supported lunch club. 	
<p>17. Where can I get information, advice and support?</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>Our school Parent Support Advisor (PSA) Miss Jo Edgoose may be contacted via a referral from your child's teacher. Once your referral is accepted and support has started you will be given her mobile number and email as well as being able to contact her via the office.</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>