

## Special Educational Needs and Disabilities Information Report

### The Inclusion Team

Your first point of contact at the academy is the child's class teacher.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and co-ordinating the support for children with special educational needs and disabilities, including those who have Education, Health and Care Plans (EHCP). They also provide professional guidance to academy staff and work closely with parents/carers and other services that provide for children in the academy.

The key contacts at our academy are:

Principal	Mrs Frances Robinson
Mainstream Inclusion Lead and SENCo	Miss Hannah Brock
Facility Leader and SENCo	Mrs Serena Oberheim
Chair of Local Board	Mrs Jan Adams
Nominated Member of the Local Governing Body for SEND	Katie Kent
Designated Safeguarding Lead	Mrs Frances Robinson
Designated Person for Looked After Children	Miss Hannah Brock

### Contact details

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## Types of SEND

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. The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
- **Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)



Children and young people with any of these needs can be included with our academy community. 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.

If you want a place at our academy for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. 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.

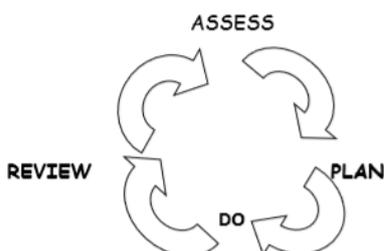
Our Admissions Policy is available on our website. Other useful information is available from:

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

## Inclusion in Action

The key aim of the University of Brighton Academies Trust and each of its academies is to help all pupils – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our academy regularly assesses all of our pupils so that we can see who has special educational needs as early as possible.

We follow an ‘assess, plan, do, and review’ cycle to ensure that we meet the needs of children with special educational needs.



Where a child makes less than expected progress, the class teacher, in conjunction with the SENCO, assesses whether the child has SEN. Where a pupil is identified as having SEN, the academy will plan (in conjunction with the pupil and parent/carer) the child’s provision by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. The resulting SEN support plan will then be implemented, and regularly reviewed, at least three times a year.

The ‘assess, plan, do, and review’ cycle helps everyone to work together to continually improve the support so that the child makes good progress.

If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

## Identifying SEND

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.

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.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age; however, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

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

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based SEN support plan is used when, despite the appropriate targeted support, a child or young person continues 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.

## Teaching and Learning Support

In common with all academies in the University of Brighton Academies Trust, we set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.



Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for pupils about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology
- Access to word processors
- Structured routines and regular reminders of whole-school/class rules

Reward and sanctions systems that work and take account of pupils' SEND.

The quality of teaching for pupils with SEN and their progress is a core part of the Trust's performance management arrangements, and our academy's approach to professional development for all teaching and support staff.

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We will record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's or young person's progress, expected outcomes from the support and planned next steps.

SEN support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach their expected outcomes. The effectiveness of the support and interventions and their impact on the student/pupil's progress will be reviewed in line with the agreed date.

EHC plans are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, an academy representative, a Local Authority SEN Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, the academy will endeavour to synchronise EHC plan reviews with social care reviews.

### Learning without Barriers

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

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'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child 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 use our Assessment Policy to do this. 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.

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**We have a facility for children with EHC plans or statements of SEN for physical disabilities and moderate learning difficulties. This is arranged as a small class base and has the capacity for up to 12 pupils. Core learning is personalised for individuals and therapy programmes are built into their learning. The children access the mainstream environment in the afternoons and in some cases integration for some core learning is provided, where appropriate.**

### Parent and Carer Involvement

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents;
- Provide parents with the information and support necessary to enable full participation in decision making;
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- Meet with the parents of children and young people at least three times each year;
- Provide regular reports for parents on their child's progress;
- Involve parents in the regular reviews of SEN support plans and, where applicable, in the annual review of EHC plans.



If there are any concerns with parents about SEN support for their child, we work with them to try and resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the academy website.

### Children's Involvement

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.



The following table sets out the different opportunities we have for talking to pupils about their learning:

<b>Provision</b>	<b>Who's involved?</b>	<b>How often?</b>
<i>Self-assessment</i>	<i>pupil, class teacher</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>pupil, class teacher</i>	<i>Weekly / as required</i>
<i>Worry Box/Suggestions box</i>	<i>Pupil, class teacher, teaching assistant</i>	<i>Access to this daily</i>
<i>School Council</i>	<i>Class, class teacher, school council leader</i>	<i>Meet at least once a term and feedback to class</i>
<i>Pupil Voice</i>	<i>pupil, SENCO, class teacher, teaching assistant</i>	<i>As required At least once a year for children who are statemented or have an EHCP</i>
<i>SEN support review meetings</i>	<i>Pupil, parents, class teacher, supported by SENCO</i>	<i>At least three times a year</i>
<i>Additional Needs Plan</i>	<i>Pupil, parents, SENCO, class teacher, support services</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher, support services, local authority.</i>	<i>Once a year</i>

### Transitions

The great 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 will agree with parents and students/pupils the information to be shared as part of this process. 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.

### Staff Training

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of the Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

At West St Leonards Primary Academy recent and planned training includes:

Focus of training	Who is involved?
Dyslexia training	Teachers and some TAs
Evacuation chair training	Selected teaching assistants and facility leader
Team-Teach training in the reduction of risk, restraint and restriction.	Selected members of staff
Autism Champion training	Selected teaching assistant
Specialist Speech and Language training	Foundation Stage staff
Training for specific medical needs	Facility staff
Understanding SEN and the graduated approach	New staff
Autism awareness	All staff
Intervention Planning and Reviewing	All staff
Mental Health and Emotional Wellbeing training	SENCo
Maths Mastery training	All Staff
Talk for Reading training	Selected teachers

### Monitoring Progress

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

At West St Leonards Primary Academy we use a range of approaches to support children with SEN. We have a Reading Recovery, as well as members of staff with training in Speech, Language and Communication needs. We regularly monitor the impact of interventions and adapt approaches where necessary to ensure children with SEN make progress.



### Accessibility

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.

The academy building is fully wheelchair accessible, with a lift to rooms on the first floor and wide corridors. We have disabled changing and toilet facilities. We have recently had an audit of the building for children with visual impairment. When required we use translators to support families where English is an Additional Language.

We provide high quality appropriate support from the school budget including any resources targeted at particular groups or pupils needs.

We receive additional top up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.



We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the academy together with those who do not have SEN, and are encouraged to participate fully in the life of the academy and in any wider community activity.

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.



## Mental Health and Emotional Wellbeing

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

We may work with other services to support children, such as the Education Support Behaviour & Attendance Service (ESBAS), Communication Learning and Autism Support Service (CLASS) and the Child and Adolescent Mental Health Services (CAMHS).

At West St Leonards Primary Academy we promote a positive growth mind set in all areas of our academy, including how we behave. To achieve this we endorse mutual respect, good relationships and positive use of language between all staff and learners. More information about support for behaviour, avoiding exclusions and increasing attendance can be found within our Behaviour Policy, which is available on our Academy website.

We use a range of approaches to support children's social and pastoral needs. Children are given the opportunity to contribute their views through the School Council, who meet regularly, and through completing a pupil voice.

## Specialist Services

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.

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. The academy may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress. Together, the parties agree the needs of the child or young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

Further information on the local authority and health services are available from:

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

## Information, Advice and Support

The 'Local offer' is available here: [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available here: tel 0345 60 80 192; email [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk); website: [www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)

The contact information for the academy is provided at the beginning of this report.

## Complaints

**If there are any disagreements with parents about SEN support for their child person, we will work with them to try to resolve these. If parents have a complaint they can use the Trust's Complaints Policy and Procedure.**

## Other Relevant Policies

Other policies that include information that may be important for students/pupils with SEND are:

### *Trust policies:*

- Data protection
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Equality Objectives
- Supporting Students and Pupils with Medical Conditions Policy
- Safeguarding in Education and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Physical Contact Guidance

### *Academy-specific policies*

- Behaviour and Anti-Bullying Policy
- Accessibility Plan
- Teaching and Learning Policy
- Marking and Feedback Policy