



Special Educational Needs Information Report

Iford and Kingston CofE Primary School

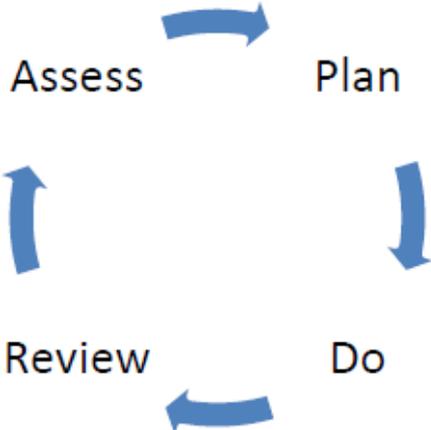
1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school 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. Our SEN policy can be found at https://www.iford-kingston.e-sussex.sch.uk/policies/</p> <p>We will review this report every year and will involve pupils and parents, through inviting comments in parent and pupil voice and through Additional Needs Plan and Annual Reviews. If you want to give us your views about the report, please contact the school office.</p> <p>Signed _____ Chair of Governors</p> <p>Date January 2023</p>	<p>SEND Code of Practice 6.81</p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the school office Mrs Emma King on 01273 474973.</p> <p>If your child is already at the school, your first point of contact at the school is your child's class teacher. The school phone number is 01273 474973.</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>The Lead SENCO is Sophie Shannon who is available on Thursdays. The Deputy SENCO is Catherine Allison</p> <p>How to contact: Email: office@iford-kingston.e-sussex.sch.uk</p> <p>Telephone: or via the school office on 01273 474973.</p>	<p>SEND Code of Practice 6.79 bullet 5</p>

<p>3. Which children does the school provide for?</p>	
<p>Iford and Kingston C of E School is a voluntary controlled primary school. We admit pupils from age 4 to 11 years. We acknowledge that the principles behind the education of our children with special needs and disabilities (SEN) are the same as for all our children. These are outlined in the School's Teaching and Learning Policy.</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex 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.</p> <ul style="list-style-type: none"> • Iford and Kingston admissions - https://www.iford-kingston.e-sussex.sch.uk/admissions/ • School admissions - East Sussex.gov.uk • Contact Information for Families for admissions advice 0345 60 80 192 	<p>SEND Code of Practice 6.79 bullet 1</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>At Iford and Kingston we acknowledge that the principles behind the education of our children with special needs and disabilities (SEN) are the same as for all our children. These are outlined in the School's Teaching and Learning Policy.</p> <p>We acknowledge that:</p> <ul style="list-style-type: none"> • All children in our school are valued as individuals • All children have individual needs and the right to fulfil their potential and achieve success. • Any pupil may experience difficulties; <i>social or emotional; cognitive, behavioural or medical</i> which may affect their educational progress/access to the curriculum or present with behavioural difficulties at some point in their education. • Special needs are not fixed. They may be short or long term, constant or intermittent. • All pupils are entitled to the same quality first teaching across a broad, balanced and relevant curriculum, as well as opportunities to facilitate their active participation in the community. • All children will be set high expectations and receive effective provision in aiming to achieve this. <p>We aim to enable all children to reach their full potential both academically, socially and as citizens of the wider community. We are fully committed to meeting the needs of all children including those with SEND and in carrying out</p>	<p>SEND Code of Practice 6.79 bullet 5</p>

our duties as set out in the Children's and Families Act 2014, and the Equalities Act 2010.

We regularly access all children's progress and achievement, as well as monitoring their social interactions and behaviour, through observations, conversations between staff and parents, staff and pupils, and where appropriate outside support services.

See the model of cycle of support below:



- ASSESS** - We use all assessments, together with conversations with parents, the child and support services (as appropriate)
 - PLAN** – A personal plan is created using the information gathered to support identified needs. This will set expected outcomes, identify strategies and key adults involved in the support. If the level of need requires it, an Additional Needs Plan (ANP) will be written.
 - DO** – The plan of support is put in to action for a set period of time
 - REVIEW** - The plan is reviewed 3 times a year, using latest assessments and information gathered through conversations with parents, child, staff and agencies.
- A **new plan** is created as necessary from the new assessments and information.

If the child is looked after by this or another local authority they will have a Care Plan including a Personal Education Plan (PEP) and a 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 where appropriate.

SEND Code of Practice 6.80

5. How does the school identify children's special educational needs

In order to fulfil our policy for all children to be happy, confident and have the opportunity to achieve the best outcomes we aim to identify children's special educational needs (SEN) at the earliest possible stage.

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from, or additional to that, normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

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

At Iford and Kingston we offer high quality teaching to all children.

A pupil is identified as having SEN when their learning difficulty or disability calls for provision which is different from or additional to this high quality teaching for children of the same age.

We assess each child's current skills and levels of attainment on entry to the school using standard assessments, as well as teacher assessments, building on information from previous settings and key stages where appropriate.

We also consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team seek to identify children making less than expected progress given their age and individual circumstances. Progress may be seen as:

- significantly slower than that of their peers starting from the same baseline
- not matching or bettering the child's previous rate of progress
- not closing the attainment gap between the child and their peers
- widening the attainment gap

We also monitor and assess progress in areas other than attainment such as wider development of motor skills, behaviour, personal or social skills to make a successful transition to adult life. We do this through sensory circuits, nurture groups, focused observations, Language and Speech Link assessments and Boxall assessments as appropriate. Those children with English as an additional language will be assessed using Language Link reading assessments and through the EAL service as required.

Our first response in supporting improved outcomes and progress is high quality teaching targeted at a child's areas of weakness. Where progress continues to be

SEND [Code of Practice](#)
6.79
bullet 5

less than expected the class teacher, working with the SENCO, and through discussion should assess whether the child has SEN.

We will put additional teaching, strategies and/or interventions in place to support an identified need as required, while we informally gather evidence (including the views of the pupil and their parents). A review of interventions and support (by the child, parent and teacher) will help identify need and future intervention needs which may include classroom differentiation, support resources or group interventions.

As far as possible, we aim to identify a child with SEN needs at an early age. However, for some children difficulties become evident only as they develop. All staff at Iford and Kingston are alert to emerging difficulties and respond early. We acknowledge that parents know their children best. We therefore listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by the children. Where appropriate further assessments will be carried out through the school or through referral to outside services.

Working with parents and young people to inform assessment and agree desired outcomes.

Parents are always welcome to make appointments to speak to the SENCO and/or class teacher about their child's progress and ongoing support. We have an open door policy.

Parents and their child will be invited to regular meetings with the SENCO and class teacher where possible to review a child's progress and to discuss their strengths and ongoing areas that need support. Together they will agree outcomes and processes to achieve these.

Parents of a child with a personal plan or an Additional Needs Plan (ANP), and when appropriate the young person, will be invited to review the plan three times a year, to discuss outcomes and agree new targets and provision.

Parents of children with an Education, Health Care Plan (EHCP) will use their 3rd review to review the EHCP.

6. How does the school teach and support children with SEN?

All teachers provide high quality, differentiated and personalised teaching matched to areas of weakness and need for all pupils, including those with SEN. They use a varied and wide range of learning styles, which together with the most appropriate human and physical resources can be matched to the varied needs of pupils, building on their strengths to address areas of need.

The SENCO supports class teachers in this by providing:

- Support to staff (TA/Teachers) in planning quality first teaching for all children through appropriate differentiation of; delivery methods, recording styles and outcomes as appropriate.

SEND Code of Practice 6.79 bullet 7

<ul style="list-style-type: none"> • Regular liaison meetings with teaching assistants/individual needs assistants to review progress, strengths and on-going needs. • Regular liaison time between SENCo and class teachers to gather evidence and review individual children's needs, their APDRs, EHCPs and further strategies for differentiation and intervention within the class to bring about the best possible outcomes. • Intervention groups, or 1:1 sessions for individuals, focusing on specific areas of need. These can include: Social skills groups, nurture groups, 1:1 speech and language sessions, motor skills groups, phonics, writing or maths focus groups. • Regularly evaluate interventions for impact • Liaisons between school and outside agencies <p>The quality of teaching both for teachers and support staff is regularly monitored through performance management and classroom observations.</p>	
<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>We consider it important that all children, including those with SEN, should be set high expectations, have full access to high quality teaching, effective provision and to all the learning opportunities available. This is reflected in the school's Teaching and Learning policy.</p> <p>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 use formative and summative assessments to do this. We will talk with children and parents as part of the SEN support cycle (Assess, Plan, Do, Review)</p> <p>Information about the curriculum for each year group is available from the school website and class teachers.</p>	<p>SEND Code of Practice 6.79 bullet 8</p>
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>We value the contribution parents/carers can make towards the evaluation of their child's strengths and areas of need and are committed to working closely with them in order to best support their child's needs. Support is planned in order to help children reach agreed outcomes. Reviews will have a focus on children's progress towards these outcomes.</p> <p>Parents and carers will be invited to the following review meetings, although further meetings may be set if a child's needs change:</p> <ul style="list-style-type: none"> • Parents' evenings: Twice a year. The SENCO will also attend this meeting if your child is receiving additional provision through a personal plan. 	<p>SEND Code of Practice 6.79 bullet 3</p>

- **An Additional Needs Plan review:** 3 times a year with the SENCo and where possible the class teacher. The child's views and those of other services, where involved, will also be gathered to be included in the review.
- **Education, Health Care Plan:** An additional meeting each year with the SENCo, teaching assistant(s) and, where possible, the class teacher. The child's views and those of other services working with the child will also be gathered to be included in the review.

SEND Code of Practice 6.79 bullet 5

Parents are able to make appointments with teaching staff and, or the SENCo, at any time in between these meetings, should they wish.

Parents will receive copies of all reviews and an annual report at the end of each school year.

9. How are children involved in reviewing their progress and planning support?

We are committed to involving children in their learning. We value their views on how they learn best, what they see as their strengths and areas for improvement. We are committed to working closely with them in order to best support their needs.

SEND Code of Practice 6.79 bullet 4

Child's views will be gathered about their learning, progress against outcomes, interests and strengths, as well as areas of need prior to the meetings below. They will also be given the opportunity to speak at the meeting if they wish.

- **Parents' evenings:** Twice a year.
- **Additional Needs Plan review:** 3 times a year.
- **Education, Health Care Plan:** 1 meeting a year (forming part of the 3 reviews of personal plans).

Children can always speak to an adult about their learning and regularly self-assess work in class, which indicates areas of strength or weakness to teachers who can then follow this up.

SEND Code of Practice 6.79 bullet 5

	Who's involved?	How often?
Self-assessment	Pupil, class teacher	Daily
Worry Box/Suggestions Box	Pupil, class teacher	Available at all times
School Council	Class representative, class teacher, SENCo	Monthly
Pupil Voice	Pupil, SENCo, class teacher	At least once a year
SEN support review meetings	Pupil, parents, class teacher, TA supported by SENCo	At least three times a year
Annual reviews (EHC plans only)	Pupil, parents, SENCO, class teacher, TA, support services, local authority.	Once a year unless need dictates more

<p>10. How does the school prepare and support children to transfer to a new school/college or the next stage of education and life?</p>	
<p>We are committed to ensuring children are supported in any transition between settings - schools, year groups, classes, or returning after holiday periods. We work closely with the child and the receiving school, class, year group, to ensure that all relevant information is passed on verbally where possible. We encourage staff and pupils to visit new settings at least once and will support them in this if required and appropriate. Moving on books are made to be taken home and used prior to finally moving to encourage familiarity and help embed new names, faces etc.</p> <p>Where possible transition reviews and EHCP reviews, are arranged and attended by representatives from the new and current settings to attend, along with the parent and child to exchange information and set new outcomes.</p>	<p>SEND Code of Practice 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.</p> <p>The schools sets a School Improvement Plan (SIP) each year which is discussed by staff and approved by governors. The SIP is regularly reviewed by staff and governors and progress against targets monitored.</p> <p>All our teachers are fully qualified and attended regular in-house and external training to update skills.</p> <p>Our SENCOs are qualified teachers, the Lead SENCo has completed the National Award in Special Educational Needs Co-ordination.</p> <p>Our teaching assistants attend regular training based on identified need within the school, or specific cohorts.</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 Code of Practice 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 all pupils including those with SEN receive the highest quality teaching and achieve the highest possible outcomes. This includes monitoring and assessing the quality and effectiveness of interventions. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p>	

<p>We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</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 and through the Ofsted parent view website: https://parentview.ofsted.gov.uk/</p>	<p>SEND Code of Practice 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 subject to the Equalities Act and wherever possible, make reasonable adjustments and provide additional aids and services to prevent a disabled child being disadvantaged. We aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. Where necessary we will aim to enable this access through the provision and acquisition of appropriate resources and materials, such as visual, auditory, labelling, augmented and alternative communication apparatus.</p> <p>We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. Senior management will, through training and support of all staff, ensure that as far as is reasonable and safe, all children regardless of disability have access to a wide and varied curriculum equal to that of their peers.</p> <p>There is a wheelchair access to all areas. The provision of additional facilities will be considered as buildings are modernised or refurbished. These in turn will be governed by the school's financial arrangements.</p> <p>The school's equalities policy, supporting pupils with medical conditions and accessibility plan can be found at: https://www.iford-kingston.e-sussex.sch.uk/policies/</p>	<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>All staff are expected to make reasonable adjustments to enable all children as far as possible to participate in all activities.</p> <p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are</p>	

<p>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.</p> <p>The school's equalities policy can be found at: https://www.iford-kingston.e-sussex.sch.uk/policies/</p>	<p>SEND Code of Practice 6.79 bullet 11</p>
<p>15. What support is there for children's overall wellbeing and their emotional, mental and social development?</p>	
<p>As a whole school we promote the values of; Cooperation, Resilience, Responsibility, Aspiration and Respect in all pupils. We have high expectations of all pupils. We believe that all pupils have the right to high quality teaching matched to their needs. We also believe in developing the whole child – their social, emotional and mental wellbeing, as well as their academic abilities.</p> <p>This is supported through :-</p> <ul style="list-style-type: none"> • Themed assemblies • A nurturing approach to behaviour and emotional development – leading to targeted support • Access to counselling, play therapy and named adults in school • Personal, Social, Health Education curriculum • Nurture and social skills provision <p>Children with SEND are safeguarded through careful monitoring, a whole school safeguarding and child protection policy and the behaviour policy. We also promote an awareness and celebration of difference – needs and strengths.</p> <p>We may work with other services such as the Education Psychology Service, the Behaviour and Attendance Service (ESBAS), Child and Adult Mental Health Services (CAMHS), CLASS (Communication, Language, Autism Support Service), and the Early Help Services, to ensure a child's safety and support their development.</p> <p>The Behaviour policy, Anti-bullying policy, Safeguarding policy and Supporting pupils with medical conditions policy can be found at: https://www.iford-kingston.e-sussex.sch.uk/policies/</p>	<p>SEND Code of Practice 6.79 bullet 12</p>
<p>16. What specialist services does the school use to support children and their families?</p>	

<p>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.</p> <p>The main services we have partnership with include:</p> <ul style="list-style-type: none"> Educational Psychology Service Children and Adolescent Mental Health Services (CAMHS) Communication Learning and Autism Service (CLASS) Education Support, Attendance and Behaviour Service (ESBAS) Children's Integrated Therapy and Equipment Service (CITES) ISEND Early Years' Service (EYS) Social Care Speech and Language Occupational Therapy Physiotherapy <p>East Sussex's Local Offer: https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/</p>	<p>SEND Code of Practice 6.79 bullet 13</p>
<p>17. Where can I get information, advice and support?</p>	
<p>The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers www.eastsussex.gov.uk/localoffer</p> <p>Parent information contact at school: Miss E PayKing Contact: 01273 474973 The best time to contact us is during school hours</p> <p>SEND information, advice and support service: Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.</p> <p>Phone: 0345 60 80 192 Email: informationforfamilies@eastsussex.gov.uk Online: www.eastsussex.gov.uk/sendadvice</p>	<p>SEND Code of Practice 6.81</p> <p>Children and Families Act regulation 51, schedule 1 (11)</p>
<p>17. What do I do if I am not happy or if I want to complain?</p>	
<p>Parents are encouraged to contact the class teacher, SENCO or Headteacher Head of School at the earliest opportunity if they have a concern, or complaint.</p> <p>If you have a complaint speak to the child's class teacher in the first instance, or contact the school office to arrange an appointment to discuss your complaint with whoever is most appropriate.</p>	

The Iford and Kingston CE Primary School complaints procedure has three stages. You will be told what to do at each stage if you wish to take your complaint further.

- Stage 1 aims to resolve the concern through informal contact at the appropriate level in school.
- Stage 2 is the first formal stage where written complaints are considered by the Executive Headteacher or a designated governor, who has responsibility for dealing with complaints.
- Stage 3 is the next step once Stage 2 is complete. It involves a complaints appeal panel of governors. Such a panel may be offered at the discretion of the Chair of Governors.

The schools complaints policy can be found at:

<https://primarysite-prod-sorted.s3.amazonaws.com/iford-kingston-school/UploadedDocument/2d75e14f9839473c925fef12a2f8d74a/complaints-policy-january-2021.odt.pdf>

SEND Code of Practice
6.79 bullet
14