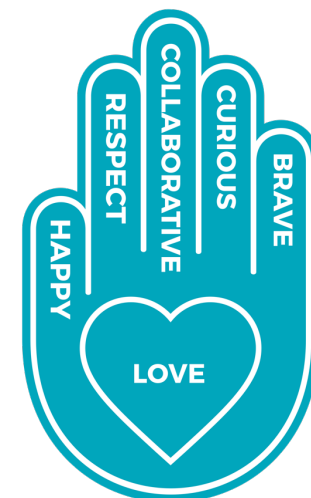




Steyning Church of England Primary School

# SEND Information and Disability Report 2022



# How will I know how my child is getting on?

Class teachers are on the playground at the beginning and end of every day for a quick chat.

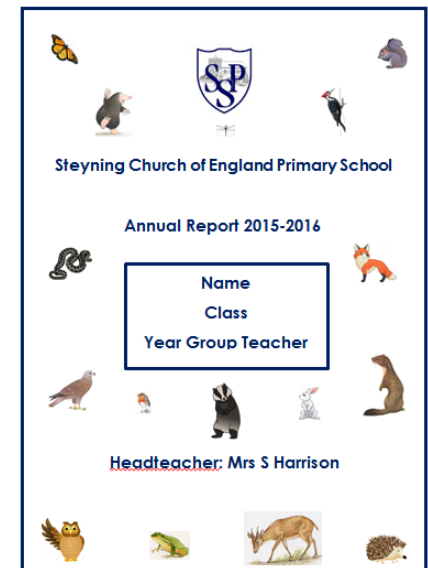
If we have any concerns about your child's progress, we will call or email you to arrange a meeting.

You can make an appointment to meet your child's class teacher at any time throughout the year, if you'd like a more detailed conversation about how they're getting on.

Parent teacher consultations are held twice each year in October and March. The class teacher will meet with you to discuss how your child is getting on at school

At the end of the year, you will be invited into school for an 'Open Evening' when your child will celebrate their successes with you by showing you their year's work

In July, you will receive a detailed written report showing your child's attainment and, more importantly, the progress they have made throughout the year.



# How will I know how my child is getting on?

Class teachers are on the playground at the beginning and end of every day for a quick chat.

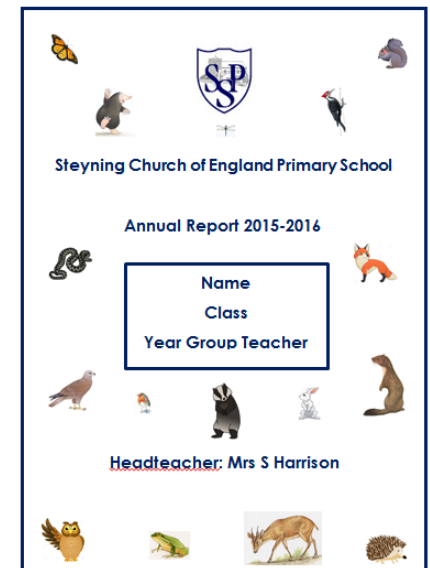
If we have any concerns about your child's progress, we will call or email you to arrange a meeting.

You can make an appointment to meet your child's class teacher at any time throughout the year, if you'd like a more detailed conversation about how they're getting on.

Parent teacher consultations are held twice each year in October and March. The class teacher will meet with you to discuss how your child is getting on at school

At the end of the year, you will be invited into school for an 'Open Evening' when your child will celebrate their successes with you by showing you their year's work

In July, you will receive a detailed written report showing your child's attainment and, more importantly, the progress they have made throughout the year.





# How do you know if my child needs extra help?

At Steyning CE Primary School we aim to spot barriers to learning as early as possible so that we can put strategies in place to overcome them.



Every half term each class teacher meets with the Head Teacher, the Deputy Head Teacher, the SENDCO and the Team Leader for a 'Pupil Progress Meeting'. Together they look at each child and whether they are on track to meet the age-related expectations stated in the National Curriculum. More importantly, they look at how much progress each child is making (they should make three terms progress in a year).

If a child is not making sufficient progress the team explores why. Together they develop a plan of action to be carried-out during the next half term and reviewed at the next Pupil Progress Meeting.

Each action plan is aadaapted to the child's individual needs and therefore varies in content.



Sue Harrison  
Headteacher



Simon Phipps  
Deputy Head



Nicky Parkin  
SENDCO and Assistant  
Head for Inclusion



Lizzie Messina-Reeve  
Team Leader Y5 and 6



Cara Croke  
Team Leader Y3 and 4



Sophie Norbury  
Team Leader Y1 and 2



Lizzie Massbery  
Team Leader Reception

The class teacher meets with the SENDCO 3 times a year to discuss concerns that they might have regarding the progress of children in the class. A plan to explore the child's needs is put in place.



# What should I do if I think my child has a special educational need?

## Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs, which cover a range of difficulties.

If you think your child has a special educational need or you have concerns about their progress or attainment, please make an appointment to meet with their class teacher and/or the SENDCo, Nicky Parkin.

Together we can agree upon the best course of action which may be to monitor them or to investigate further. This may involve assessments being carried out at school or a referral being made to an external agency.

There are 4 categories of SEND need. For more information see Appendix 1 on the SEND policy



Communication  
and interaction



Cognition and  
learning



Social, Emotional  
and Mental Health



Sensory and  
Physical

# How does the school know if children need extra help?

In line with the Special Educational Needs and Disability Code of Practice 2014, a child will be identified as having a Disability or Special Educational Needs (SEND) if they have a significantly greater difficulty in learning than the majority of others of the same age or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Identification of such needs could occur in a variety of ways:

Upon starting school, all Early Years children and parents/carers are met in advance of enrolment and members of Steyning CE Primary School staff will discuss children with staff from the nursery/pre-school they attended, if they did so.

In both cases, concerns regarding identified or suspected SEN will be discussed with the Steyning CE Primary School Special Educational Needs Coordinator (SENCo).

If children join the school after Early Years, meetings are held with parents/carers, and Steyning CE Primary School staff will consult with previous schools to discuss the child.



If children's needs become apparent as they move up through the school, class teachers will discuss these with the SENCo, and discussions will be held with the child's parents/carers. If the child is found to have needs that meet the criteria in the Code of Practice, the child will be listed on the school's Disability and Special Educational Needs (SEND) Register, and additional provision will be put into place.


# What is the SEND Register?

If children's needs become apparent as they move up through the school, class teachers will discuss these with the SENDCO, and discussions will be held with the child's parents/carers. If the child is found to have needs that meet the criteria in the SEND Code of Practice, the child will be listed on the school's Disability and Special Educational Needs (SEND) Register, and additional provision will be put into place.

The SENDCO maintains the SEND register and oversees provision. The school's SEND Register is an internally held document, the aim of which is to ensure that teachers are aware of children's additional needs. The progress of children on the SEND Register is closely monitored by the school's Senior Leadership Team, to ensure that the school's provision is working for children with additional needs.

Children on the SEND register will have a 'SEND Support plan' (sometimes referred to as an Individual learning plan) that is updated and reviewed 3 times a year. This will be written in liaison with parents and all of those working with the child and will detail the provision in place to meet the child's needs. Each child on the SEND register will have a Pupil Passport which is the child's voice and their views and input on their needs and provision.

Steyning C of E Primary School SEND Support Plan									
<b>Name of Child:</b> Mikey Reid									
<b>Class:</b> Badgers									
<b>Date:</b> 11.02.19									
<b>Attainment:</b> R: 1b+ W: 1w M: 1b <b>Category (if Need):</b> Communication and Interaction, Cognition and Learning.									
<b>Assessments:</b> (if applicable)	<b>SAT progression tool:</b>								
<b>Target(s):</b> <i>Plan</i>	<table border="1"><thead><tr><th>Target</th><th>Achieved/not achieved</th></tr></thead><tbody><tr><td>• I will ask for help when I am stuck.</td><td>Partially achieved</td></tr><tr><td>• I will be able to answer questions verbally about a task.</td><td>Partially achieved</td></tr><tr><td>• By Easter I will be able to recognise number bonds to 10.</td><td>Partially achieved</td></tr></tbody></table>	Target	Achieved/not achieved	• I will ask for help when I am stuck.	Partially achieved	• I will be able to answer questions verbally about a task.	Partially achieved	• By Easter I will be able to recognise number bonds to 10.	Partially achieved
Target	Achieved/not achieved								
• I will ask for help when I am stuck.	Partially achieved								
• I will be able to answer questions verbally about a task.	Partially achieved								
• By Easter I will be able to recognise number bonds to 10.	Partially achieved								
<b>In Class Strategies:</b> <i>Do</i>	• Adults to give Mikey appropriate time on a task before checking in with him and explaining the task or work set again if he asks for it. • Lots of teacher support in literacy and maths. • Additional resources to be provided and modelled for maths where appropriate. • Positive praise will be given for working well with others appropriately; the pot of gold will look to be awarded as often as possible.								
<b>Additional Interventions:</b> (if applicable) <i>Do</i>	• Additional small group mathematics interventions run to revise place value, number bonds to 10 and accurate counting. • 1:2 TA support in maths lessons. • Additional resources to be given and modelled for maths lessons. • Interventions with class teacher when gaps in learning from maths or literacy lessons are highlighted. • Learning for lessons catered to meet individual ability and understanding. • Daily reading with class TA. • Daily counting with class TA. • Weekly reading (a3) with parent helpers. • 1:2 (4x week) phonics teaching.								
<b>Child's Voice:</b>	<i>I'm good at running. I am good at reading. I'm good at hockey. I'm good at maths.</i> <i>What is working well for me now: maths, sitting next to Miss Martin.</i> <i>Things would be better if: I could do easier work.</i>								
<b>Parent's View:</b>	<i>I worry that Mikey won't be able to cope the further up the school he goes. Is there anything that makes him struggle to participate?</i>								

CURIOUS	
<b>Things I'm good at and the things that people like about me are:</b> <i>I'm good at running. I am good at reading. I'm good at hockey. I'm good at maths. People like that I help them. People like about me helping them at maths.</i>	<b>Date:</b>
	<b>Th:</b>
<b>Things I need to help me are:</b> <i>Help me at maths, by telling me the questions.</i>	<b>Maths with hard questions.</b>
<b>My fears/worries/concerns are:</b> <i>I'm worried about hard work that I can't do it. I worry about hard literacy.</i>	

# How is the decision made about how much support my child will receive?

3 times a year the class teacher and senior leadership hold Pupil Progress Meetings – see page 3 for more details. During these meetings support for children who need it is discussed and then implemented.

The class teacher and SENDCO meet once a term and more regularly if needed to discuss children in the class and tailor the support that might be needed.

Depending on the level of need, different resources and strategies will be put in place to target any specific barriers to learning. Any Intervention implemented is closely monitored and the impact is measured.



## What is an EHCP?

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an EHC Assessment.

If your child has an EHCP, the SENDCo will make sure that provision is put in place to enable them to reach the outcomes stated in the plan. More information on Education and Health Care Plans, can be found on the West Sussex Local Offer Website.

<https://westsussex.local-offer.org/information/4-ehc-needs-assessment>





# How will the school prepare and support my child to join the school?

## Starting in Reception

Before your child joins Steyning Primary School, the Reception team will visit them in their nursery setting. They will hold liaison meetings with the nursery staff in order to develop a detailed profile of your child and their needs.

Before your child starts school, Reception teachers will conduct a home visit in order to form a relationship with the child. Your child will be invited into school for settling in meetings and get to know the staff. Extra visits will be arranged for those who need it. As a parent, you will be involved in this process from start to finish and will have plenty of opportunities to ask as many questions as you like.



## Moving year group

Every year we hold transition mornings during which your child's class spend time in their new classroom, getting to know their new teacher.

For any children who find transition especially difficult, our Children's Mentors step in to support them, meeting with them to discuss their concerns and help alleviate them.

Every child takes home a poster during the summer holiday displaying their new class teacher and the adults in the team who may work with them.



# How will the school support my child or transfer to a new school?



The majority of our children transfer to Steyning Grammar School and have a detailed transition programme in place which includes:

- Liaison meetings between Y6 teachers and Y7 Head of Year
- Liaison meetings between our SENDCO and the Grammar School SENCO
- A preliminary visit with the Inclusion Manager or Year Group Lead to the Grammar School for children who may be especially anxious
- A visit to our school by the Learning Support Mentors who will work with children in Y7
- A visit to our school from past pupils and the Head of Year 7 to answer children's questions
- Completion of a Pupil Passport by the children (see top right) with special educational needs, stating their strengths and concerns
- A visit by the entire Y6 year group to the Grammar School for a transition taster day.



## A move part way through a year:

- Children sometimes join us mid-way through a year. This transition is carefully planned and the new child will be assigned a 'buddy' from their class.
- Our children's Mentors will also check-in to make sure the transition is a smooth one.



# How will you help my child to access the curriculum?

At SPS we believe that relationships are the key to successful learning across the curriculum. Getting to know the children extremely well in order to understand what they are capable of doing on their own and what they are capable of with help - their levels of potential development - is essential. We aim to provide supportive scaffolding for children to develop the self-confidence to take risks in all aspects of their learning and become independent learners.

We believe that there are different strategies for achieving this. According to different abilities, tasks may need to be simplified and broken down into manageable bite-sized chunks and the environment organised in different ways. In addition to regular ongoing adjustments made in classrooms, specific intervention groups are organised to support children who may have gaps in their learning.

Resources may also be adapted according to a need. This is achieved by being ready and prepared, knowing the children as individuals and anticipating when they might need support to avoid failure. All teaching staff in school aim to be an active presence for the children, intervening as and when is necessary, whilst encouraging independence.





# How does the school allocate resources to children with special educational needs?



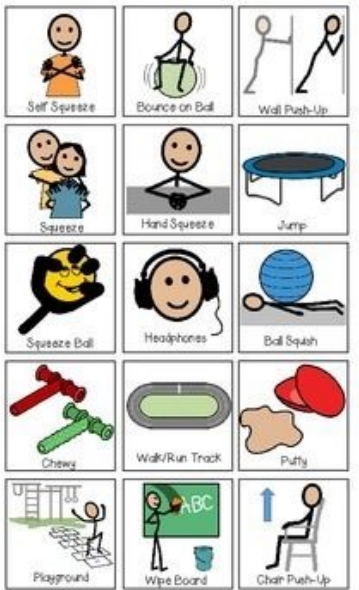
The school is allocated a fixed amount of money each year specifically for children with SEND, some of which is spent on resources.

We work with a range of external agencies who advise us as to the best provision required to meet each special educational need.

In addition, every classroom is set up to support children with barriers to learning using a range of multi-sensory resources.



Morning activities						
Register	Assembly	Library	Break Time	Mathematics	Circle Time	Lunch Time
Afternoon activities						
Register	Reading	Music	Science	Investigation	P.E.	Home Time



# How accessible is the school environment?

At SPS we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Our classrooms are adapted where possible to meet the needs of children with specific needs such as autism or physical disability. All classrooms are 'Dyslexia-friendly' incorporating visual strategies that support all children.

Our building is one storey with easy access for wheelchairs and has toileting facilities for disabled individuals. Parents/carers of children with physical disabilities are encouraged to visit the school and discuss their child's needs in detail with the Head teacher in advance of enrolment.



## What happens when you go on trips?

Steyning Primary School staff will always use their best endeavours to ensure that educational visits are fully accessible to children with SEND. We will seek to make reasonable adjustments to trips and activities where required. This may include asking parents/carers to assist on a trip or preparing alternative routes or opportunities in order that children can access the same learning as their peers.

Risk assessments are completed to ensure provision is appropriate and ensure the Safeguarding of all children.

We are able to access support for children and parents/carers for whom English is an additional language from the West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS) and through local interpreter and translation services.



Please see our [Accessibility Policy](#) on our school website.  
Please see our [Accessibility Policy](#) on our school website.



# What support is available for social, emotional and mental health needs?

We recognise that children are at different stages with regard to social, emotional communication, behaviour and interaction, self-esteem and confidence – just as much as they are in their understanding of academic subjects. We believe that all children learn best when they feel secure and happy.

We have developed a comprehensive package of support including:

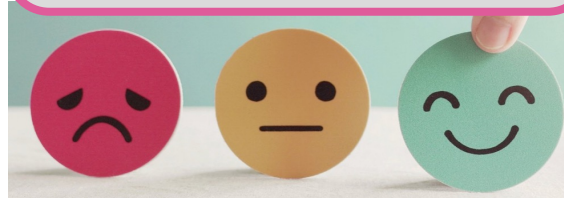
Two fully-trained, accredited 'Children's Mentors' who create bespoke action plans for supporting both groups and individuals

A specially created nurture building named 'Caterpillars', which children can access at breaktimes and lunchtimes

A fully qualified children's counsellor working in school one day every week

We have a strong PSHE curriculum and pastoral care is an integral part of our school ethos. have access to specialist provision from the Local Authority.

Our Children's mentors and SENDCO are all trained as Mental health First Aiders



# What is the SSC and who can access this support?

Steyping CE Primary School has a Special Support Centre (SSC), for children with severe and specific speech and language disorders attached to our mainstream school.

Our Special Support Centre is known as Robins Class.

We have 10 places in the SSC and the children range from Reception to Year 6.



Our SSC provides individually targeted support from a specialist Speech and Language Therapist, a specialist teacher experienced in speech and language impairment and specialist support staff who all work together in a collaborative team. Children are integrated into mainstream class as far as is possible and supported there by SSC staff where necessary as well as withdrawn to Robins for specific interventions and speech and language therapy sessions. Children in the SSC must have an Education Health Care Plan (EHCP) with speech and language as their primary need with a discrepancy between verbal/language skills and non-verbal skills.

Children may have;

- Receptive language disorder
- Expressive language disorder
- Speech Sound disorder
- Phonological difficulties



# What is Caterpillars and how might it help my child?



At Steyning CE Primary School, we provide non-judgmental pastoral support service for all children and their families. This is provided by our Children's Mentors, Ellie and Nicole who work in Caterpillars. Caterpillars is a safe place that has a home-like environment where all children are welcomed, valued and empowered in order to overcome barriers to academic, social and emotional learning.



## Such Barriers Could Be

- Bullying (including cyber-bullying).
- Low self-esteem / low motivation.
- Social skills.
- Controlling emotions.
- Anything that may cause a child to worry at school.
- Personal organisation.
- Behaviour.
- Relationship difficulties.
- Dealing with bereavement.
- Loss of a loved one.
- Disengagement from learning.
- Attendance and punctuality problems.
- Changes in home life.

## Support We Offer

- One to one mentoring sessions tailored to the child's needs.
- Focused group sessions.
- Support at lunchtimes.
- Specific interventions such as Lego Therapy and Circle of Friends
- Liaising with parents / carers and teachers to support pupil progress.
- Supporting children's transition at all stages throughout their school life.
- Signposting support for families from outside agencies and be the school link where appropriate.



## How To Reach Us

We are always happy to help and talk to parents / carers about all aspects of their child's social and emotional wellbeing, home and school life. You can contact us by calling the school or you can catch us in the playground at the beginning of the school day. Alternatively, please feel free to email us via the school office; [office@steyningprimary.org.uk](mailto:office@steyningprimary.org.uk)

# What specialist services and expertise are available or accessed by the school?

At Steyning Primary School, we have a rich and varied range of experience and expertise in our teaching and support staff, who are trained to support children with many types of SEND, including:

- Speech, language and communication difficulties
- Autistic Spectrum Condition
- Physical therapies (if a programme has been provided by an external health specialist)
- Social, Emotional and Mental Health needs

We also have access to many external services, including:

- Social Communication/Learning Behaviour Advice Team (LBAT)
- School Nurses Service
- Sensory Support Team
- Speech, Language and Communication Therapy Service
- Education Welfare Officer
- Family Support Worker Services / Early Help
- Social Care Services
- SEND Information and Advice Service
- Educational Psychology Service
- The Child Development Centre (NHS – Worthing Hospital)
- Play Therapy/Counselling Services





# Further Information...



## For children already in school

The class teacher is the first point of contact regarding SEND, though the SENDCo/Assistant Head for Inclusion, Nicky Parkin is also available to meet with parents/carers.



## If your child is due to join the school

The SENDCo/Assistant Head for Inclusion, Nicky Parkin or the Headteacher Sue Harrison would be your first point of contact.

Please make an appointment through the school office.

Email: [office@steyningprimary.org.uk](mailto:office@steyningprimary.org.uk)

Telephone: 01903 813420

The West Sussex Local Authority Local Offer, which signposts to many support agencies and also has information about children with disabilities and special educational needs is accessible at this address:

<https://westsussex.local-offer.org/>



West Sussex SEND Information, Advice and Support Service (SENDIAS) will provide impartial advice and information and will help you communicate with the school and local authority where necessary.

Contact details:

Email: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

Helpline: 03302 228 555 - Monday to Friday during office hours

Local Offer

