



SEND Information Report 2022-23



Steyping C of E Primary School

This report outlines how the school identifies and supports pupils with Special educational needs and disabilities (SEND). It follows the format of the Local Authority's 'Local Offer', in order to inform parents and carers of our provision.

Additional information can be found in our SEND policy, available via our website or on request from the school office.

To discuss your child's needs in detail, please make an appointment to meet with the Special educational needs and disabilities Co-ordinator (SENDSCO), Mrs Nicky Parkin, or if your child is already a pupil at our school, please speak to their class teacher.

What types of special educational needs and disabilities do we provide for?

Steyping CE Primary School (SPS) is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. Not all pupils with disabilities have SEND and not all pupils with SEND meet the definition of disability. We believe that with proactive partnership working with all stakeholders – children, their families and partner agencies – all children can achieve their full potential in an environment that stimulates a love for learning. Our school values of love, happiness, respect, curious, brave and collaboration are promoted at all times and our team is committed to creating an environment where all pupils can flourish and achieve their full potential.

The 2014 SEND code of practice separates SEND into four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory and Physical

All of these needs are catered and provided for in SPS. We have a dedicated Special Support Centre (SSC) which caters for the needs of children with speech, language and communication needs. For more information on the categories of SEND, see Appendix 1 on the SEND policy.

What should I do if I think my child has a Special Educational Need?

A pupil is considered to have SEND 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. Some children may have complex needs which cover a range of difficulties.

We encourage open channels of communication between the class teacher and parents or carers and provide a visible presence for parents and carers to seek out staff as we recognise the positive impact that a close partnership has on the education of our children. We would encourage any parent or carer with any concerns about their child to speak with the class teacher in the first instance. If required, advice and support can then be sought from the SENDSCO, who may make any appropriate referrals to support your

child. Together, the parent or carer and school can agree upon the best course of action which may include monitoring for further investigation, assessments being carried out at school or a referral to an external agency.

Below are the contact details of our SENDCO and SEND Governor.

SENDCO and Assistant Head for Inclusion	Nicky Parkin
Nominated Special educational needs and disabilities Governor	Mary Smith
Phone number	01903 813420
Email	office@steyningprimary.org.uk

How do we identify children with SEND within our school?

At SPS, we aim to spot barriers to learning as early as possible so that we can put strategies in place to overcome them. There are a variety of approaches that we use in order to ascertain whether your child is displaying any SEND tendencies and if it would be appropriate to add your child to the SEND register.

These approaches include but are not limited to:

- Rigorous tracking of termly progress and identification any specific areas of concern
- Teacher observations and ongoing teacher assessments
- Meetings between the class teacher and SENDCO three times a year to discuss concerns regarding the progress of children in the class to produce and implement a plan to explore and meet the child's needs
- Discussions during pupil progress meetings
- Standardised testing administered by the SENDCO
- Specialist Advisory Service identification
- Educational Psychologist identification
- Liaising with any previous settings or other agency involvement

At the heart of the identification process is the partnership between the parent or carer and the school and the maintenance of open lines of communication between all stakeholders.

At SPS, we follow the Graduated Approach of identification and support for children with SEND. In line with the Special educational needs and disabilities and Disability Code of Practice 2014, a child will be identified as having a Disability or Special educational needs and disabilities (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.

Children who fall into one or more of these categories are, with permission from parents or carers, placed onto the SEND register. Children registered as 'SEND Support' can move from SEND Support if the actions taken by the child, parents or carers, school staff and outside agencies enable the child to make sufficient progress in their area of needs. Some children, dependent on their need or needs, may remain on SEN Support or progress to an Education Health and Care Plan.

What is the SEND Register?

If children's needs become apparent as they progress through the school, class teachers will discuss these with the SENDCO and discussions will be held with the child's parents or 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 Special

educational needs and disabilities and Disability (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 and maintained document, the aim of which is to ensure that teachers are aware of children's additional needs. The progress of any child on the SEND Register is closely monitored by the school's Senior Leadership Team. The child's assessments at the end of Reception, Key Stage 1 (Year 2) and tests at the end of Key Stage 2 (Year 6) will be reviewed by groups such as Ofsted to ensure that the school's provision is succeeding 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 three times a year. This will be written in liaison with parents or carers 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.

What is an EHCP?

EHCP stands for Education and Health Care Plan. An EHCP 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 Needs 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. This may include additional support in various forms as laid out in the child's EHCP.

More information on Education and Health Care Plans, can be found on the West Sussex Local Offer Website at <https://westsussex.local-offer.org/information/4-ehc-needs-assessment>

What policies are in place to support children with SEND?

Our SEND Policy outlines the information you need to know about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENDCO who will be happy to discuss it further.

The following policies and information is available for viewing on the website:

- SEND Policy
- Behaviour & Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Disability, Inclusion and Accessibility Plan
- Nurture Group Info
- Children's Mentors Info
- Teaching and Learning Policy

How are arrangements made to consult with parents or carers?

SPS has a strong commitment to work closely with parents and carers and has an open-door policy to ensure information is always accessible to parents, carers and staff. Class teachers are present 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 or carer teacher consultations are held twice each year in October and March. The class teacher will meet with you to discuss how your child is progressing 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. Children on the SEND register will have three SEND support plans over the course of the year which teachers and parents or carers will review against the specific SEN targets that are in place to support the child.

How are the children's voices heard in the process?

Pupils are consulted and their views are sought throughout their educational journey while at Steyning CE Primary school. We adopt a child-centred approach at SPS. Just as the phrase suggests, a child-centred approach ensures the child and their family is at the centre of decisions which relate to their life.

A child-centred process involves listening, thinking together, sharing ideas and seeking feedback. This process is ongoing to make sure children are supported towards their personal outcomes even as they evolve and change. This is achieved through regular and effective communication with parents or carers and by consultation with the child.

Your child may have an 'Individual Learning Plan' called a 'School Support Plan'. Teachers will create each plan in liaison with the child, the parents or carers and the SENDCO. The child and parent or carer's voice is central to decisions about support that will be put in place to help the child to progress.

Once a year a 'Pupil Passport' is created for and with each child on the SEND register which details their views considering:

- What is working well?
- What isn't working so well?
- What are my strengths?
- What areas do I find tricky?
- What helps me?
- What is important to me?

We ensure that all pupils are asked about their own strengths and areas for development and we share with them the progress that they have made. Pupils are actively encouraged to contribute their views throughout their educational journey. Our teachers place emphasis on listening to the views of children and young people with SEN and implement measures to prevent bullying in line with our behaviour policy, and when more specialist or rigorous support with this is needed our Children's Mentors in 'Caterpillars' will work with a child to address this need.

What are the arrangements for the admission of pupils with disabilities?

The Disability Discrimination Act 1995 defines a disabled person as one who *has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.*

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish, and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special educational needs and disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Please refer to our admissions page on our school website for more information.

How does SPS assess and review the progress of pupils with SEND?

SPS ensures that SEND pupils are closely assessed through monitoring of classroom practice by the SENDCO and Senior Leadership Team. The school monitors the progress and attainment of children using internal processes such as classroom observation, assessments, test results and discussion with parents or carers. Assessment of children is ongoing with more formal assessments being undertaken at specific time periods during the academic year.

Outcomes are discussed with the Headteacher and the SENDCO during Pupil Progress meetings each half term. During intervention sessions, pupils' progress is monitored and followed up by constant liaison with the class teacher. Teachers are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal one-to-one or small group work, data is gathered to measure the impact.

Formal meetings for pupils with SEND are held termly between the class teacher and SENDCO to review their SEND Support Plan.

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

Starting in Reception

Before your child joins SPS, 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 begin 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 or carer, 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

When transitions, such as moving into a new class, take place within school there are various procedures in place to ensure all our children integrate well into their new learning environment. Transition meetings are built into the school calendar and a very child centred approach is adopted. All information on the child will be shared with the new teacher and various opportunities to observe the child in their current class, and work one-to-one, or in small groups can be planned for.

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 to 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 SENDCO
- A preliminary visit with the SENDCO 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 with special educational needs and disabilities 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 do we support child with SEND?

Access to quality first teaching (QFT) is a priority for all pupils at SPS. All children benefit from 'Quality First Teaching': this means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. We support pupils with SEND through various means:

Curriculum support

- Adaptation of learning in class by the class teacher through quality first teaching (QFT)
- Specialist advice and support from external agencies including Educational Psychologists
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs.

Communication and interaction difficulties:

- Speech and language therapy support (NHS).
- Speech and Language therapist (In school once a week to work in the SSC).
- Nurture groups
- Lego therapy groups
- Communicating Print programme
- School Start Intervention

Social and Emotional and mental health difficulties

- 2 x Children's mentors to support emotional, social and behavioural needs
- Transition and review meetings between school and parents or carers
- Advice is sought from the Learning Behaviour Advice Team (LBAT)

- Meetings with Headteacher/SENDCO /Pastoral team for parents or carers to support behaviour management at home
- Pastoral support plans and risk assessments
- Staff all trained in de-escalation and Team Teach

Physical support:

- Disabled toilet
- Adapted environment – ‘tent room’ and ‘bubble room’ in Key Stage One
- Specialist equipment if needed
- Risk assessments
- Individualised Health Care Plans
- Emergency evacuation plan
- Physiotherapist support
- Occupational therapy advice and support

What is our approach to teaching children and young people with SEND?

Every teacher is a teacher of every child including those with SEN. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEN. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEN and/or disabilities are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Every child, including those with SEN, is an individual and is treated as such. Support and intervention for children on the SEN register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum. We work alongside other agencies to provide support for those children whose needs require multiagency partnerships. Support in school can take many forms such as adult support in class, additional resources, access to IT or supporting the use of auxiliary aids.

How accessible is the school environment?

All areas of the building and outside areas are wheelchair accessible. Parents/carers of children with physical disabilities are encouraged to visit the school and discuss their child’s needs in detail with the Headteacher in advance of enrolment.

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, understanding, respect and inclusion.

Please see our school accessibility policy for further details on adaptations we make to make our school accessible for all.

We aim to:

1. Increase access to the curriculum for pupils with a disability in these ways:

- Our school offers a differentiated curriculum for all pupils
- The curriculum is reviewed to ensure it meets the needs of all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Our Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs

2. Improve and maintain access to the physical environment by adapting the environment to the needs of pupils as required. This includes:

- Disabled toilets and changing facilities.
- Ramps
- Corridor width
- Disabled parking bays
- Library shelves at wheelchair-accessible height
- Electronic changing station

3. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This includes:

- Considering providing written information in alternative formats including pictorially, symbols or sign language
- Being aware of local services providing information in alternative formats and languages (including sign language)
- Using ICT to support communication

How does SPS adapt the curriculum and learning environment for pupils with SEND?

At SPS, we deliver a creative curriculum that is engaging and accessible for all. Through Quality First Teaching, appropriate planning and delivery and close monitoring and assessment, we ensure that the curriculum and teaching sequences are adapted to meet the needs of the individual. The use of known teaching methods, such as scaffolding where teachers provide successive levels of temporary support that help children reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed. The teacher uses visual aids, as well as many other appropriate methods, are used to help pupils who may need additional support. We deliver a highly differentiated curriculum to meet the needs of all our pupils.

Class teachers plan on a weekly basis but the pupils are assessed formally and informally throughout all lessons. Plans are adapted accordingly to ensure all pupils can reach their full potential. Pupils are provided with real life experiences to enrich their understanding of different aspects of the curriculum and we try to inspire pupils with wonderful topic stimuli across the school. They also have lots of opportunities to participate in educational visits to further broaden their understanding, enrich their language and develop their confidence. Pupils with complex needs are supported by one-to-one Learning Support Assistants.

We ensure that equipment used is accessible to all children regardless of their needs. Teaching assistant support will be devolved to pupils to address needs if required. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. The school is on one floor and

The school has a Special Support Centre with ten spaces for children with significant speech, language and communication needs, all of whom have an EHCP. The highly trained S+L staff support further speech and language needs within the school where possible. The school has a bubble room which is used as a space for SEND children to use when needed and a 'tent room' to support those with ASD.

Our building is one storey with easy access for wheelchairs and has toileting facilities for disabled individuals. Parents or 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. We have consistency across classrooms – a common approach to enable children to settle easily whichever classroom they are in.

How will a child with SEND be supported in remote learning?

Please read the remote learning attachment below, which summarises how SPS supports remote learning including for those with SEND. We will review each child individually to ensure, where possible, learning needs are being supported.

How do we ensure that teachers and support staff are well informed and trained about the specialist needs of children with SEND?

At SPS, all teachers recognise that they are teachers of ALL pupils and are responsible for SEND provision in the school.

Teaching and support staff receive regular training through our scheduled programme of In-Service Training (INSET) and meetings in school time as well as identified online courses and webinars. There are also various opportunities to attend external courses which cover many aspects of SEND teaching and Learning. Internal training is provided by the SENDCO and any staff who have experience or training in specific aspects of SEND such as speech and language development. External trainers also provide specialist input, encompassing areas such as social communication difficulties (including Autistic Spectrum Condition) and attachment disorders. In addition, external professionals can provide individual training on specific programmes.

Staff are kept informed of the needs of those in their classes in the following ways:

- All teaching staff can access all children's reports and information on CPOMS.
- Termly Personalised Support Plans and Pupil Passports are given to all staff which are created to ensure the child's needs and voice is at the heart of their education. These are discussed directly with parents or carers and all staff working with the child
- Structured end of year transition meetings are held between all staff
- Training for specific learning difficulties is offered as required e.g. dyslexia, autism
- Regular first aid training and updates take place
- Medical training in the use of Epipens etc. is offered as required
- Training is offered to lunch supervisors as needs arise
- Speech and Language Therapist is employed weekly to work with and assess children with Speech and Language difficulties. This expertise and programme of work is communicated and modelled to staff working with those children on a classroom and phase basis

How does the school evaluate the effectiveness of its provision for pupils with SEND?

All interventions and additional support is recorded on Individual Support Plans. These clearly state what additional support is being provided, by whom and when. Detailed documentation is kept on the targets being addressed, the work undertaken and the progress made. Targets and progress are reviewed in Pupil Progress Meetings and information will be shared with parents or carers termly at parent evenings and through their Personalised Support Plans.

How do you ensure my child can participate in all aspects of school life including trips and extra-curricular activities?

SPS staff will always use their best endeavours to ensure that educational visits are fully accessible to children with SEND. We are as inclusive as possible with the needs of pupils with Special educational needs and disabilities being met in a mainstream setting wherever possible.

We will seek to make reasonable adjustments to trips and activities where required. This may include asking parents or 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 always completed to ensure provision is appropriate and ensure the safeguarding of all children.

All children are able to participate in any extra-curricular activities that take part in school, for example harmonica club, the Outdoor project or karate. SPS's policy emphasises full inclusive for all pupils.

We are able to access support for children and parents or 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. Lunchtime supervisors are all briefed on any children who have SEND at Steyning CE Primary School. Any additional help that is required (toileting, help with feeding) is available through a specific lunchtime supervisor or teaching assistant who oversees such children.

What support that is available for improving the emotional and social development of pupils with special educational needs and disabilities?

The children in our school have a range of needs from Autism and Dyslexia to various emotional, social and behavioural needs. We believe that all children learn best when they feel secure and happy and so aim to remove emotional barriers to learning.

Class teachers strive to make their classrooms positive and supportive environments in which children are valued, listened to and where their efforts are celebrated. At different times in their lives, children may require additional support beyond the classroom environment and we are proud to say that our provision for social, emotional and mental health is a strength of the school. We recognise that children are at different stages with regard to social and emotional communication, behaviour and interaction, self-esteem and confidence – just as much as they are in their understanding of academic subjects and that 'one size does not fit all'.

With this in mind we have developed a comprehensive package of support including:

- Two fully-trained '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. We also have access to specialist provision from the Local Authority.

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

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. SPS maintains pastoral records through the use of CPOMS in which every staff member can add to. This is monitored consistently throughout the school day by the Pastoral Team and Senior Leadership. SPS is an inclusive school with a good reputation for managing behaviour. Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCO.

At Steyning CE Primary School, we have a rich and 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:

- Educational Psychology
- Sensory Support Service
- Learning Behaviour Team
- Social Communication and Autism Team
- Speech and Language Therapy Service
- Health Services, such as Audiology
- School Nurse
- Health Visitors
- Physiotherapy Service
- Occupational Therapy
- Children's Development Centre
- Child and Adolescent Mental Health Service
- Social Services
- Family Support Workers
- Play Therapy Services
- SEND Information and Advice Service

What is the SSC and how can I access this support for my child?

The SSC is our Special Support Centre and is for children with Education Health Care Plans (EHCP) for Speech and Language. It is a facility for 12 children who are placed by the Special educational needs and disabilities Assessment Team at the Local Authority in consultation with the Head Teacher, Teacher in Charge of the SSC and the Speech and Language Therapist. For more information, please see the SSC section of our school website where you will find further information and the SSC Operating policy.

What arrangements are made by the governing body relating to the treatment of complaints from parents and carers of pupils with SEND concerning the provision made at the school?

The first point of contact for a parent or carer if they want to discuss something about their child would be the child's teacher. They can also talk to the SENDCO, Mrs Nicky Parkin, to discuss their child's individual needs or any concerns that they may have. Parents or carers may wish to talk to the Headteacher Mrs Sue Harrison. If parents or carers feel that they cannot discuss a matter with a member of staff, they can contact the SEND Governor Mrs Mary Smith. SPS welcomes the involvement where necessary of the Parent Partnership Service (SENDIAS), particularly in SEND reviews.

The school's complaints policy is on our school website's Policies page, This includes complaints around SEND and Looked After Children. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint.

How does the school allocate resources to children with SEND?

The school budget for SEND is calculated by the Local Authority and is allocated by the school in accordance with the needs of the children on roll. This budget is carefully monitored, and the spending is adapted according to the changing needs of the children across the whole school.

The allocation is decided by the Senior Leadership Team in collaboration with the SENDCO. We work with a range of external agencies who advise us as to the best provision required to meet each special educational need. If additional resources are required for a child with SEND needs, the SENDCO will liaise with the relevant authorities to secure the funding needed.

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

Further Information and Contact details:

You are welcome to liaise with Nicky Parkin the SENDCO and Assistant Head for Inclusion or with Sue Harrison, the Headteacher via the school email or to make an appointment through the school office.

Email: office@steyningprimary.org.uk

Telephone: 01903 813420

The West Sussex Local Authority Local Offer (which signposts to many support agencies) is accessible at this address:

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

The school has access to many local services. 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

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

West Sussex County Council also has information about children with disabilities and special educational needs and disabilities. Their website is www.westsussex.local-offer.org/