



**West Rise Junior School**  
**SEND Information Report September 2023**

At West Rise Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. Support is provided for any student, who at any time in their school career requires additional or different provision to help them achieve success. These students may be those with Special Educational Needs and Disabilities (SEND), or from groups that are nationally recognised as vulnerable to underachievement such as Looked After Children (LAC), students eligible for free school meals (FSM), Gypsy, Roma Travellers (GRT) and those with English as an additional Language (EAL).

We believe that all teachers are teachers of Special Educational Needs.

For many students their circumstances make them vulnerable to underachievement at some stage in their schooling. We recognise that it is the teacher's responsibility to meet the needs of all young people in their class through their classroom organisation, use of inclusive and adaptive resources, teaching styles and through partnership with staff working in the Learning Lodge or with our MHEW and ELSA practitioner. We firmly believe that this lies at the heart of good inclusive practice.

This document sets how we cater children and their families with SEND.

## **1. About this report**

The Children and Families Act 2014 says that all maintained school 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](http://www.eastsussex.gov.uk).

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. For the school SEN Policy please see our school website. For more information on the law and guidance we follow, see [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer).

We will review this report every year and will involve pupils and parents. We do this by collating the results of pupils and parent/carer questionnaires, discussions at parent consultations and Annual Review meetings. If you want to give us your views about the report, please contact the school office.

*Signed Angus Scott Chair of Governors*

2023

### **SEND CoP 6.81**

## **2. Who do I contact about my child's special educational needs?**

**Your first point of contact at school is the child's class teacher** but if further information or support is required then the Special Educational Needs Co-ordinator (SENCO) can be contacted via the office.

- The special educational needs and disabilities coordinator (SENCo) is responsible for managing and co-ordinating the support for pupils 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 pupils in the school.
- The SENCo at West Rise Junior School is **Laura Warren**, who is a qualified teacher and holds the NASENCO qualification.
- If you are thinking of applying for a place, please contact the school office.

**Mrs Laura Warren, SENCo**

West Rise Junior School

Eastbourne

East Sussex

BN23 7SL

Contact: Tel 01323 764037 Email: [office@westrise-jun.e-sussex.sch.uk](mailto:office@westrise-jun.e-sussex.sch.uk)

If the SENCo is unable to answer a phone call, a message can be left with the office staff and she will contact you as soon as possible.

### **SEND CoP 6.79 bullet 5**

## **3. Which children does the school provide for?**

West Rise Junior School is a maintained mainstream school and we admit pupils from age 7 to 11 years.

- We are an inclusive school. This means we provide for pupils with all types of special educational needs, including but not limited to: dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties, physical disabilities and behaviour difficulties
- There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
- There may be instances where the needs of a pupil are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.
- If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex 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. Please follow the school's website link for further information about admissions:
  - <https://www.westrisejunior.co.uk/> East Sussex school admissions:
  - School admissions - <http://admissions.eastsussex.gov.uk>
- Contact Information for Families for admissions advice 0345 60 80 192

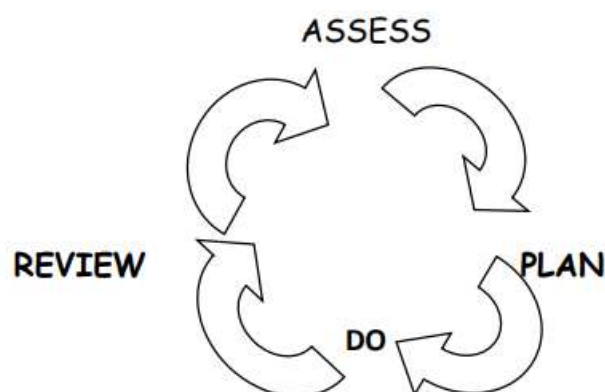
#### **SEND CoP 6.79 bullet 1**

#### **4. Summary of how the school meets the needs of children with SEN and disabilities**

West Rise Junior School is committed to enabling children with SEN to be part of our school and to make progress academically, socially and emotionally. We have a duty under the Children and Families Act 2014, and the Equalities Act 2010 to have a whole school approach to SEN.

Children requiring interventions are discussed at pupil progress meetings and children who have a higher level of need are placed on school support plans (APDR), which are reviewed three times a year by their class teacher. We then deliver the plan for each child within class and in small groups and 1:1 sessions if required.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess** - children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children may require specific assessments to track progress in smaller steps. Occasionally it may be necessary to assess children using a 'one off' formal SEND assessment e.g Dyslexia screening test, Speechlink, Language Link....)

**Plan** - all children who have an Education, Health and Care Plan (EHCP) have a plan for their provision. In addition, all children on the SEN register have an Assess Plan Do Review record. It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class. Advice on planning can be sought from the Inclusion team and SLT and interventions are discussed at Pupil Progress Meetings.

Do - It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to support their individual pupils. Support staff are well trained in SEND and where they have particular expertise, we aim to match them with the children they are working with e.g Makaton, attachment disorder, speech and language etc

Review - Children progress is regularly reviewed by teachers as part of an ongoing progress. At pupil progress meetings the effectiveness of strategies and interventions are discussed. In addition, Additional Needs/assess plan do review meetings are held three times a year and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice. Those pupils with an EHC plan will have an Annual Review. These are held throughout the year.

If the child is looked after by the 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 APDR and will involve parents and carers as well as foster carers or social workers in discussions.

*SEND CoP 6.79 bullet 5 and SEND CoP 6.80*

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

We aim to identify children's special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes.

- A pupil has SEND 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.
- The identification of children with SEN is built into our overall approach to monitor the development and progress of all pupils.
- We gather information about any additional needs or concerns relating to individual children during transition meetings with parents and pre-school providers before they enter the school. At the same time we consider evidence that a child may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
- We then assess each child's current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for the child.
- Class teachers, supported by the senior leadership team, monitor the progress of all pupils 3 times a year to review their academic progress.
- The school uses a number of 'in house' diagnostics assessment tools, e.g. Speech and Language Link, Accelerated Reader, Dyslexia Screening Tests and Schonell reading ages.
- For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. CLASS/TASS practitioners or support from an Educational Psychologist.
- These seek to identify children making less than expected progress given their age and individual circumstances. This also includes a child's wider development.

- **The SEN Code of Practice, 2015: 6.17, identifies less than expected progress:**

- 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

- Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the child has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015. The ESCC SEN digital matrix also supports this process.
- We work with parents/carers and the child when appropriate as part of the assessment and in order to agree the desired outcomes.
- This is also the case for a child with behavioural difficulties who may have SEN (6.21) and a child with English as an additional language (6.24)

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

- **Communication and interaction** - including speech and language difficulties and autism. We are well supported from CLASS (communication, literacy and autism support service.) We can also access CITES (Children's Integrated Therapy Services). We run nurture groups and Lego Therapy sessions. We use Communicate in Print to aid children with speech and language difficulties. We screen pupils using Speechlink and Language Link to assess children and plan appropriate programmes. We have a Speech and Language HLTA and an additional Speech and Language TA who run these programmes. All support staff have accessed ICan speech and language training and Makaton Level 1, with specialist INAs who have trained up to Makaton Level 4 and enhanced level. The school also promotes Philosophy 4 Children (P4C) to develop deeper understanding.
- **Cognition and learning** - including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. We use multisensory approaches as part of our quality first teaching and provide precision style interventions where appropriate. We have a Specialist Dyslexia HLTA who, with the SENCO, are able to advise on dyslexia strategies to use in class and also carry out the DST (dyslexia screening test) if required. In addition, CLASS and the Educational Psychology service can offer support for additional assessments and advice.
- **Social, emotional and mental health difficulties** - including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety. We have two trained Nurture practitioners who support children with their emotional wellbeing. The SENCO and Pastoral Lead, Mrs Val Lumby, are trained as MHEWs. Our ELSA practitioner is Ms Nikki Beard and she is also our child and family support advisor. Where a child is displaying emotional or mental health issues that interfere with his or her learning other services such as CAMHS are sought. Holding Space have also held sessions for parents and carers. We have recently purchased a whole school approach to supporting families from the Child Therapy Service. All of our families receive log in details to access these resources.



- **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. Provision is put in place following the advice of Sensory Needs Service or as a response to needs that arise. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating arrangements. Advice from Occupational Therapy and Physiotherapy are followed up where appropriate.

We currently have around 100 children receiving some form of SEN and Disability support.

We continually assess each child's progress throughout the year. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) will discuss the provision required with the class teacher and other professionals.

Our assessment policy is on this website.

### ***SEND CoP 6.79 bullet 5***

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

- We use quality first teaching to meet the needs of children with SEND according to the SEND Code of Practice, 2015: 6.19.
- Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37.
- Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.
- Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets.
- Children with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP.
- Resources are investigated to meet any sensory or emotional needs of children to support their full access to the curriculum.
- Staff demonstrate sensitivity to the needs of pupils with SEN when determining learning partners, seating arrangements and groupings.
- The SENCO & Inclusion Team provides advice for staff and a first contact for obtaining more specific advice from external professionals.
- A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.
- Where required, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs.
- These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills.
- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that children see the 'big picture.'
- There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs.
- The expectation is that pupils will accept responsibility for their own learning and work independently where possible.
- Adults will use encouragement and praise to engage and motivate pupils.

- Strategic adult deployment is coordinated by the Inclusion Team to ensure support staff are used effectively to support children's additional needs, including the use of individual needs assistants, (INAs).
- APDR for each child on a support plan identifies, 'additional to and different from,' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.
- Teachers remain responsible and accountable for the development and progress of the children in their class, including when children access support from teaching assistants or specialist staff.
- Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of children with SEND. Recommendations from external specialists will also be implemented.
- We follow the East Sussex Matrix <https://www.eastsussexmatrix.co.uk/> advice developed by Kent County Council to ensure that our teaching conforms to best practice.
- In meeting the East Sussex SEND Matrix, the school employs some additional teaching approaches, as advised by internal and external assessments.

#### ***SEND CoP 6.79 bullet 7 and SEND CoP 6.4***

### **7. How will the curriculum and learning environment be matched to my child's/young person's needs?**

- As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website.
- All pupils will have access to a broad and balanced curriculum which is suitable for all children.
- We will set high expectations for all pupils. Please see our curriculum tab on the school's website for further information regarding your child's curriculum overview and whole school subject areas.
- We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. Inclusive and adaptive teaching is adopted within the school curriculum
- We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEND assess, plan, do, review support cycle.
- The class teacher will provide teaching and learning activities to match the levels of learning of all children in the class. Sometimes, additional resources will be provided to support children's learning (e.g: writing slopes; pencil grips; lap tops; lap cushions; sensory snacks; signs or symbols).
- Learning support assistants often assist the class teacher in meeting all the children's needs but we always strive to help children work independently or with other children rather than become dependent on adult support.
- For a very few children with very specific needs, we may plan parts of the curriculum completely differently to the rest of the class to ensure the children make progress.
- According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- We are a school that also promotes a dyslexia aware learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.
- Resources are clearly marked with text and Communicate in Print signs so that they can be identified easily.
- Individual children may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration.

- The Learning Lodge provides an alternative education for children with more complex learning needs.

Information about our curriculum is on this website.

*SEND CoP 6.79 bullet 8 and SEND CoP 6.12*

## **8. How are parents and carers involved in reviewing children's progress and planning support?**

West Rise Junior School is committed to working in partnership with parents and carers.

- Parents/carers are actively involved in the construction and review of additional needs plans (ANP) and they are invited to attend annual review meetings to evaluate their child's progress in relation to education, health and care plan (EHCP) targets.
- EHCPs are reviewed every 12 months.
- They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including looked after children (LAC) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.
- Parents or carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) 3 times a year. This may be adjusted if the provision for the child needs to be amended.
- In addition to parents' evenings twice a year to discuss their role in supporting their children at home, parents or carers can meet with their child's class teacher informally after school if they have a concern.
- They can also make an appointment to meet with a member of the Inclusion Team to discuss specific provision and any SEN related issues.
- There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.
- An annual written report will be received by parents or carers at the end of each academic year.
- They are also encouraged to support their children with a choice of homework activities and through attending key performances or a range of classroom activities throughout the school year, e.g. Book Looks, Record of Achievement assemblies.
- Individual communication books to share messages and achievements can be made available to support a positive partnership between home and school
- Class email addresses are available to encourage further communication between parents and school
- Parents or carers are welcome to register as volunteers to provide classroom help, reading or support during school trips.
- Virtual support meetings from CLASS/Educational Psychology Team have been advertised by Ping for parents/carers to attend.

*SEND CoP 6.79 bullet 3 and 5*

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

Wherever possible, the school will always encourage children with SEN to be involved in the decisions regarding their learning experiences.



We will:

- Listen to the views, wishes and feelings of the children
- Provide them with appropriate information and support to help them make decisions
- Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.

We will achieve this through the use of:

	<i>Who's involved?</i>	<i>How often?</i>
Self assessment of learning	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher, TA/INA	Weekly
Worries and Wonders Box	Pupil, class teacher	Weekly
Bubble Time	Pupil, class teacher, TA/INA	As required
School Council	Class, class teacher	Weekly
Pupil Voice	Pupil, SENCo, class teacher	As required
SEND meetings (Assess Plan Do Review)	Pupil, parents, class teacher supported by SENCo	Three times a year
Annual reviews (EHC plans only)	Pupil, parents, SENCo, class teacher, support services, local authority	Once a year

**SEND CoP 6.79 bullet 4 and 5**

#### **10. How will the school prepare and support my child to transfer to a new school/college or the next stage of education and life?**

- We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.
- We work closely with West Rise Infant School to ensure a smooth transition. Where a child comes into school with a high level of need, we have additional meetings and adapt their transition to school to meet their needs.
- In Term 6, the children will visit their new class supported by the relevant members of staff.
- Additional visits to a new year group or key stage are organised when required. Preparation work can also be carried out with individual children to reduce feelings of anxiety for a smoother transition using resources such as a transition book or social stories.
- The school liaises with each new school to plan a series of transition sessions. Meetings are then held between the SENCo and local secondary schools to support the transition of children with SEND.
- In Year 6, teachers prepare children for the transition to secondary school and secondary staff visit the school to talk about all children's needs. Some children benefit from extra support over this transition to secondary school, which may include additional transition opportunities or participation in an intervention group.

**SEND CoP 6.79 bullet 6**

#### **11. What training do school staff have?**

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. All of our teachers are qualified teachers. Our teaching assistants and individual needs assistants receive training throughout the year.

Teaching and support staff have participated in a range of continued professional development opportunities including, but not limited to:

- Supporting Children with a PDA profile
- Zones of Regulation
- Nurture
- Dyslexia
- Makaton
- Sensory Circuits
- Speech & Language Link
- Developing accurate speech sounds
- Attachment Disorder
- Phonics
- De-escalation strategies
- Precision Teaching
- Supporting children with autistic spectrum disorder (ASD) and sensory needs
- Mental Health Emotional Wellbeing and Mental Health First Aider
- Children and Staff Mental Health and Wellbeing
- Bereavement and Loss
- Positive approaches to Neurodiversity in the Classroom
- Inclusive and Adaptive learning across the curriculum

Our SENCO holds the National Award in Special Educational Needs Co-ordination.

**SEND CoP 6.79 bullet 9**

## **12. How does the school measure how well it teaches and supports children with SEN?**

- 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. 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.
- We complete an annual self-evaluation of our SEND provision and use it to inform actions for the following year and to develop an inclusion action plan. Please also see the East Sussex SEN Self Review Tool. <https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.aspx>
- Every pupil in the school has their progress tracked and discussed at pupil progress meetings.
- The Senior Leadership Team meet weekly and minutes are recorded according to standing agenda
- Subject leaders review the quality of teaching and learning for all pupils with SEND through lesson observations, learning walks, book looks and pupil voice. This is to evaluate whether teaching and programmes of support have made an impact on pupils' progress within the four broad areas of need.
- Intervention delivery is monitored by the SENCO
- The SENCO meets with SEND governor to review provision and progress against the annual SEN Action Plan. A report is then submitted to the school governing body for scrutiny.

- We invite parents/carers to provide feedback using structured conversations, pastoral support meetings and the Ofsted parent view website: <https://parentview.ofsted.gov.uk/>.
- We send home a parent questionnaire every year then summarise the results and feedback. This information helps to inform the inclusion action plan.
- Annual SEND performance appraisal targets for teachers and support staff ensure that staff are supported and monitored to ensure effective SEND provision,

#### **SEND CoP 6.4**

### **13. How accessible is the school and how does the school arrange equipment or facilities children need?**

- The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- Our current Accessibility Plan and Equalities Statement can be found on the school's website. This plan is prepared by the under paragraph 3 of Schedule 10 to the Equality Act 2010.
- We are a single storey school and wider doorways enable wheelchair access. There is a tarmacked and level playground.
- The school has an accessible toilet for intimate care use.
- Outside agencies are also consulted when necessary for their expertise and advice, e.g. The Sensory Team, The Hearing Service, Occupational Therapy and Physiotherapy will visit the school and/or provide support to teachers and other staff working with identified children.
- Specialist equipment or resources may be sourced by the SENCO to enable identified children

#### **Children and Families Act 2014 Section 69**

### **14. How will my child/young person be included in activities with other children, including school trips?**

- Our current Accessibility Plan and Equalities Statement can be found on the school's website.
- We have a commitment to every child being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, children with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity i.e. Pupil Council, Wellbeing Warriors, Makaton Ambassadors.
- The destination and nature of off-site visits will be taken into account when considering the needs of children with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and children to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that children with SEND are able to participate alongside their peers during performances or sports days.

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.

#### **SEND CoP 6.79 bullet 11**

## 15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

Supporting children's well-being is a vital part of our job. We teach to not touch others without consent, we learn about behaviour as rights and responsibilities, we think carefully about the language we use so that all families feel equally welcome; we teach children to problem solve; we actively listen to children through the many opportunities available to contribute their views (Pupil Council, Wellbeing Warriors, Makaton Ambassadors).

Playground staff organise a rich range of activities that children can find happy, social experiences to engage in. We can offer a smaller playground for those who find the main playground overwhelming. Peers also support peers through acting as Play Leaders and Peer Mediators.

As with all of the children in our care, SEND children are safeguarded, including protection from bullying and supported with relationships. We create specific plans for children who have medical or intimate care needs to maintain their dignity and well-being. All children are taught about the Zones of Regulation and are familiar with the language used to describe and maintain a 'Just Right' sense of emotional regulation. We also have two members of staff, Mrs Lumby and Miss Beard who are able to provide additional pastoral support for your children. We are also a UNICEF Rights Respecting school.

To support the well-being of children with complex needs, we often talk to parents/carers about how we can help children understand their own disability/difference and sometimes support those children in explaining this to their classmates. We believe understanding and learning about each other's needs helps our whole school learn and play better together.

The school may work with other services to support children, e.g. Team Around the School (TASS), Communication, Language and Autism Support Service (CLASS), Child and Adolescent Mental Health Services (CAMHS), Educational Psychologist (EP).

Our safeguarding policy is on this website.

**SEND CoP 6.79 bullet 12**

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

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Hyperlink to local offer pages on council and health services.

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

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

**SEND CoP 6.79 bullet 13**

## 17. Where can I get information, advice and support?

The 'local offer' on the internet

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

Parent Information Contact at school – Nikki Beard

Contact: Office: 01323 764037 Mobile: 07971659470 Email: [nikki@westrise-jun.e-sussex.sch.uk](mailto:nikki@westrise-jun.e-sussex.sch.uk)

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.

0345 60 80 192 information for families @eastsussex.gov.uk

[www.eastsussex.gov.uk.sendadvice](http://www.eastsussex.gov.uk.sendadvice)

***Children and Families Act Regulation 51***

### **18. What do I do if I am not happy or if I want to complain?**

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and making good progress, they naturally want to know if there is a problem, so they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Please see our complaints policy for further information.

***SEND CoP 6.79 bullet 14***