



# Special Educational Needs Information Report

## West Rise Junior School

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on <a href="http://www.eastsussex.gov.uk">www.eastsussex.gov.uk</a></p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. We also have an SEN Policy which can be viewed on this website. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p>We will review this report every year and will involve pupils and parents. We do this by collating the results of pupil and parent/carer questionnaires and following discussion at parent consultations and during School Based Plan meetings/Education Health Care Plan meetings. If you want to give us your views about the report, please contact the school office.</p> <p>Signed <i>Angus Scott</i> Chair of Governors 2016</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact <a href="mailto:office@westrise-jun.e-sussex.sch.uk">office@westrise-jun.e-sussex.sch.uk</a></p> <p>If your child is already at the school, you should talk to the child's class teacher, or Headteacher/SENCO (Mike Fairclough). School phone number 01323 764037</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p>	<p>SEND CoP 6.79 bullet 5</p>

<p>SENCO Laura Warren</p> <p>How to Contact: office@westrise-jun.e-sussex.sch.uk</p>	
<p><b>3. Which children does the school provide for?</b></p>	
<p>We are a Junior School for 7 to 11 year olds. We are a maintained school.</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.</p> <ul style="list-style-type: none"> <li>• <a href="#">West Rise Junior School admissions policy is on this website</a></li> <li>• <a href="http://school.admissions-EastSussex.gov.uk">school admissions - East Sussex.gov.uk</a></li> <li>• contact Information for Families for admissions advice 0345 60 80 192</li> </ul>	<p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p>
<p><b>4. Summary of how the school meets the needs of children with SEN and disabilities</b></p>	
<p>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.</p> <p>We assess each child six times a year, during Pupil Progress Meetings (PPMs) and also hold Team Action Plan (TAP) meetings every month. During these assessments and meetings we identify the children who need to be on our SEN register and discuss the support they need to receive. We then deliver the plan for each child within class and in small groups and 1:1 sessions if required. We then review the progress the child has made during the following meeting and on a rolling programme throughout the year.</p> <p>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 SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.</p>	<p><b>SEND CoP 6.79 bullet 5</b></p> <p><b>SEND CoP 6.80 re looked after children</b></p>

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

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes  
A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.  
Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We identify children who may require additional support and be on the SEN register during meetings held throughout the year. During these meetings we look at assessment results and observations as well as discussions with the professionals working with the child.

We use Pupil Voice to find out how the child feels and we use assessments, which include talking with the child, to assess their level of ability.

We assess whether a child has behaviour issues during meetings throughout the year and through observations. This is also the method we use to discover whether a child uses English as an additional language, unless we have already been informed by the parent/carer, or previous school.

We assess each pupil's skills and level of attainment when they start at the school in Term 1. 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  
Arrangements  
for assessing  
and reviewing  
children and  
young people's  
progress  
towards  
outcomes. This  
should include  
the  
opportunities  
available to  
work with  
parents and  
young people as  
part of this  
assessment and  
review

<p><b>6. How does the school teach and support children with SEN?</b></p>	
<p>We use quality teaching to meet the needs of children with SEN according to SEND Code 6.19, this includes high quality teaching, SENCO involvement, gathering evidence from professionals and additional interventions.</p> <p>We give additional help in the form of interventions which are tailored to the needs of each child with SEN. The progress and impact of these interventions is regularly reviewed.</p> <p>The Headteacher/SENCO monitors and supports teachers and support staff to ensure good teaching through the performance management process.</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p> <p>6.4 CoP</p>
<p><b>7. How will the curriculum and learning environment be matched to the child's needs?</b></p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle.</p> <p>Information about our curriculum is on this website.</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p> <p>6.12 CoP</p>
<p><b>8. How are parents and carers involved in reviewing children's progress and planning support?</b></p>	
<p>We hold parent consultation meetings, have an Additional Needs Plan meetings/Educational and Health Care Plan meetings with parents/carers and have an open door policy for discussions with parents/carers.</p> <p>Children who do not have an ANP or EHC plan are on a "provision map". The provision map sets out the additional support each child on the SEN register receives. This information is shared with parents through a letter once every other term and through parent consultation meetings.</p>	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's</p>

Children with Educational and Health and Care plans also have an Annual Review.

Support is planned in order to help children reach the agreed outcomes. Reviews have a focus on children’s progress towards these outcomes.

education

SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

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

*We are committed to involving children in their learning. This is done through ongoing discussions with each child and pupil voice.*

These are some of the ways we hear children’s views:

	Who’s involved?	How often?
Self assessment	Pupil, class teacher	weekly
Class Circle times	Pupil, class teacher	weekly
Worry Box/Suggestions box	Pupil, class teacher	Ongoing
School Council	Class, class teacher	weekly
Pupil Voice	Pupil, SENCo, class teacher	As required
Annual reviews (statements and EHC plans only)	Pupil (in writing), parents, SENCO, class teacher/ support services, local authority.	Once a year

SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5

<p><b>10. How does the school prepare and support children to transfer to a new school?</b></p>	
<p>We are committed to supporting pupils with moving on to their next school/secondary school.</p> <p>As a Junior school, we need to prepare our children for transition to secondary school. In order to prepare our SEN children for this change of setting, we introduce the children to a range of secondary schools a year in advance of them leaving us. The SENCO and year 6 teachers also meet with the SENCOs from secondary schools to discuss each child who will be joining them. All records regarding their academic, social and emotional development are passed on to the receiving secondary schools. The process is co-ordinated by the SENCO.</p>	<p>SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
<p><b>11. What training do school staff have?</b></p>	
<p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.</p> <p>Summarise the training your staff have:  All our teachers are qualified teachers.  Our SENCO holds the National Award in Special Educational Needs Co-ordination.</p> <p>Our teaching assistants receive training throughout the year.</p>	<p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.</p>

<p><b>12. How does the school measure how well it teaches and supports children with SEN?</b></p>	
<p><i>Summarise your approaches, for example:</i></p> <p>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 which are effective and to remove those that are less so.</p> <p>We complete an annual self-evaluation of the whole school, including the SEN provision.</p> <p>The School Development Plan (SDP) and Self Evaluation Form (SEF) can be viewed on this website.</p> <p>We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the School Development Plan.</p> <p>We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website.  <a href="https://parentview.ofsted.gov.uk/">https://parentview.ofsted.gov.uk/</a></p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p><b>13. How accessible is the school and how does the school arrange equipment or facilities children need?</b></p>	
<p>The school is subject to the Equalities Act and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.</p> <p>Our accessibility plan shows the schools commitment to making the school accessible to all users, including those with SEND.</p> <p>We will arrange for equipment to be accessed for those who need it to the best of our ability and whilst complying with all statutory regulations.</p>	<p>Section 69 Children and Families Act 2014</p>
<p><b>14. How are children included in activities with other children, including school trips?</b></p>	
<p>We are commitment to all pupils being included in all activities, including physical activities, extra curricular activities and school trips. We plan ahead for these activities in collaboration with pupils and parents.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN</p>



<p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p>	<p>are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p><b>15. What support is there for children’s overall well-being and their emotional, mental and social development?</b></p>	
<p>Summarise your whole school approach for all children e.g. ethos, assemblies, interventions.</p> <p>Our curriculum supports children’s emotional and mental wellbeing, through the Personal, Social, Health and Emotional development curriculum. We are also a UNICEF Rights Respecting school. We use philosophy for children to help children develop their thinking and emotional skills. We have targeted support in the form of Pupil Voice and Drama Therapy, for children who have more acute emotional needs.</p> <p>As with all of the children in our care, SEND children are safeguarded, including protection from bullying and supported with relationships.</p> <p>The school may work with other services to support children, e.g. Education Support, Behaviour &amp; Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Educational Psychologist.</p> <p>Our safeguarding policy is on this website.</p>	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>
<p><b>16. What specialist services does the school use to support children and their families?</b></p>	
<p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child’s specific needs are met. Parents are always involved in any decision to involve specialists.</p> <p>The following websites give further details.</p> <p><a href="https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/">https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/</a></p> <p><a href="https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/">https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</a></p>	<p>SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary</p>



	sector organisations, in meeting children and young people's SEN and supporting their families
<b>17. Where can I get information, advice and support?</b>	
<p><b>The 'local offer' on the internet</b>  <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p><b>Parent information Contact at school</b> (our PIC at the school is Nikki Beard) She can be contacted via the school office <a href="mailto:office@westrise-jun.e-sussex.sch.uk">office@westrise-jun.e-sussex.sch.uk</a>  <a href="https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/">https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/</a>)</p> <p><b>SEND information, advice and support service</b></p> <p>Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.</p> <p>0345 60 80 192 <a href="mailto:informationforfamilies@eastsussex.gov.uk">informationforfamilies@eastsussex.gov.uk</a>  <a href="http://www.eastsussex.gov.uk/sendadvice">www.eastsussex.gov.uk/sendadvice</a></p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<b>18. What do I do if I am not happy or if I want to complain?</b>	
<p>If you would like to raise a complaint, you must contact the school office who will forward your complaint to the Chair of the Governing Body, Angus Scott.</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>