



West Rise Junior School
SEND Information Report 2021

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.

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.

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, Additional Needs Plan and Education Health Care Plan meetings. If you want to give us your views about the report, please contact the school office.

Signed *Angus Scott* Chair of Governors

2021

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 SENCO is responsible for managing and co-ordinating the support for children with special educational needs, including those who have EHC plans. They also provide professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Mrs Laura Warren, SENCo

Contact: Tel 01323 764037 Email: 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?

We are a Junior School. We admit pupils from age 7 to 11. We are a maintained school.

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 with a statement or Education, Health and Care plan, this can be considered during the annual review process. 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.

- 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.

We assess all children six times a year and three times a year staff review APDR targets (Assess, Plan, Do Review) for the children who have a plan. 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, which will be set out on an APDR. 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.

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.

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 (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

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

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.

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. Some children will attend the Learning Lodge, where an nurture-based curriculum is followed if there are high needs identified.

The Headteacher/SENCO monitors and supports teachers and support staff to ensure good teaching through the performance management process.

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?

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.

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'.

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.

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?

We hold parent consultation meetings, have Additional Needs Plan meetings/Annual Review for children with Educational and Health Care Plan meetings with parents/carers and have an open door policy for discussions with parents/carers.

Children who do not have an ANP or EHC plan are on an "Assess Plan Do Review" cycle. The sets out the targets each child on the SEN register is working towards. This information is shared with parents through a letter once every other term and through parent consultation meetings.

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.

SEND CoP 6.79 bullet 3 and 5

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	Daily
Class Circle times	Pupil, class teacher, TA/INA	
Worry Box/Suggestions box	Pupil, class teacher	
School Council	Class, class teacher	
Pupil Voice	Pupil, SENCo, class teacher	As required
Additional Needs Plan review meetings	Pupil, parents, class teacher supported by SENCo	At least 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 committed to supporting pupils with moving on to their next school/secondary school. 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.

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 receive training throughout the year.

Our SENCO holds the National Award in Special Educational Needs Co-ordination. This qualification is also held by our Headteacher.

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 which are effective and to remove those that are less so. We complete an annual self-evaluation of the whole school, including the SEN provision.

The School Development Plan (SDP) and Self Evaluation Form (SEF) can be viewed on this website. 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.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

SEND CoP 6.79 bullet 10

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 and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

Our accessibility plan shows the schools commitment to making the school accessible to all users, including those with SEND.

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.

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

We are committed 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.

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.

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?

We use philosophy for children to help children develop their thinking and emotional skills. We have targeted support in the form of Pupil Voice, for children who have more acute emotional needs. As with all of the children in our care, SEND children are safeguarded, including protection from bullying and supported with relationships. We are also a UNICEF Rights Respecting school.

The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), 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

Parent Information Contact at school - Nikki Beard

Contact: Office: 01323 764037 Mobile: 07971659470 Email: 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

Children and Families Act Regulation 51

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

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.

SEND CoP 6.79 bullet 14