

# St Andrew's CE Infant School

Type of school	Mainstream

All maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

## A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	<b>Class/subject teacher</b>	<p><b>He/She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.</li> <li>• Setting individual targets within class) and sharing and reviewing these with parents at least once each term and planning for the next term.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> </ul>

**Inclusion Manager  
(Special Educational  
Needs Co-Ordinator  
SENCO)**

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by telephone: 01323 724749

e mail: office@st-andrews-inf.e-sussex.sch.uk

or through the school office

**Mrs O'Neill-McGuinness is responsible for:**

- Coordinating all the support for children with special educational needs (SEN) and or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
  - included in planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, ASD Outreach etc.
- Liaising with the Local Authority SEN Department where appropriate
- Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are informative records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the

	<p><b>Individual Needs assistant (INA) may be allocated to some pupils with SEN and or disabilities</b></p> <p><b>Head teacher</b></p>	<p>school) to achieve their potential.</p> <ul style="list-style-type: none"><li>• Supporting your child's class teacher apply the new graduated approach for SEND provision and specify the targets set for your child to achieve.</li><li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li></ul> <p>Contacted by telephone: 01323 724749 e mail: oneilt@st-andrews-inf.e-sussex.sch.uk or through the school office</p> <p>An Individual Needs assistant (INA) may be allocated to a pupil with more complex special educational needs and/or disabilities and they take a very valuable role in your child's education. As a school we welcome daily dialogue between parents and INA's on how a child's day has been verbally and through our home school/book and we do actively encourage this continued feedback. However any questions regarding your child's learning and progress etc can also be directed to the Inclusion Manager or Class teacher.</p> <p><b>Mrs Meakins is responsible for:</b></p> <ul style="list-style-type: none"><li>• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li><li>• Mrs Meakins must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li></ul> <p>Contacted by telephone: 01323 724749 e mail: Head@st-andrews-inf.e-sussex.sch.uk or through the school office</p>
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**SEND Governor**

**Mrs Seath is responsible for:**

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

## B.HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher and/ or Teaching assistant or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team, Early Years team or Sensory Service ( for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Children's Integrated Therapy Services

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school?	<b>Class teacher input via good/outstanding classroom teaching(Quality First Teaching, QFT)</b>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	All children in school receive this.

	<p><b>Specific small group work.</b>  <b>This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teacher or (most often) a Teaching assistant who has had training to run these groups.</b></li> </ul> <p><b>These are often called Intervention groups by schools.</b></p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress</li> <li>• There are termly pupil progress meetings with the Headteacher and Deputy headteacher to discuss the progress of all children.</li> <li>• The school follows the new Graduated approach for SEND- ASSESS PLAN DO REVIEW</li> <li>• During this cycle CT may have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>• The class teacher along with the Inclusion Manager/SENCO will plan group sessions(interventions) for your child with targets to help your child to make more progress.</li> <li>• A teaching assitant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the intervention plan, or a recommended programme given by the Inclusion manager</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the needing additional support within or outside the classroom which means they have been identified by the class teacher as needing some extra support in school.</p>
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	<p><b>Specialist groups or 1:1 sessions run by outside agencies e.g Speech and Language therapy, Occupational therapy groups or South Downs Outreach</b></p> <p><b>AND/OR Individual support for your child of 20 hours (SHOULD WE QUANTIFY THIS?) and below in school</b></p>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching (QFT)and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child's involvement in a group run by school staff under the guidance of</li> </ul> </li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> <p>These children may be at the stage of the current SEND Code of Practice called <b>SEN Support</b>, which means they have been identified by the class teacher as needing additional support in school over and above given at previously and who are not making the expected progress despite</p>
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		<ul style="list-style-type: none"> <li>the outside professional e.g a social skills group or sensory circuit <ul style="list-style-type: none"> <li>○ A group or individual work with outside professional</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> <li>• The school may then incorporated into a <b>SCHOOL BASED PLAN WITH PARENTS</b></li> </ul>	<p>previous interventions. This stage often involves other professionals.</p>
	<p><b>Specified Individual support</b> for your child of more than 20 hours in school.</p> <p><i>This is usually provided via a <b>Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)</b>. This means your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual and small group teaching (more than 20 hours a week)</b>, which cannot be provided from the resources already delegated to the school.</i></p> <p>Usually, if your child requires this high level of support they</p>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the East Sussex County Council website</li> <li>• After the school have reviewed the Schhol Based Plan 3 times and have decided with parents that there are still concerns. A request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need more than 20 hours of support in school</li> </ul>



	<p>may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</li> </ul>	<p>the support using the School Based Plan directives.</p> <ul style="list-style-type: none"> <li>• After the reports have all been sent in the Local Authority will decide if your child's needs are complex enough and progress will not be optimised without additional support and that they need more than 20 hours of support in school to make good progress. If this is the case they will write Education Health Care Plan. If this is not the case, they will ask the school to continue with the support at SEN Support with a School Based Plan and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult (INA Individual Needs Assistant) may be used to support your child with whole class learning, run individual programmes (planned by external professionals such as Speech and Language Therapists) or run small groups including your child.</li> <li>• The Inclusion Manager/SENCO will co-ordinate the support and the EHC plan</li> </ul>	
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		ensuring an 'open door' approach ensuring parents and school work as a team.	
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<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff including the Inclusion Manager, prospective class teacher.</li> <li>• The Inclusion Manager will co-ordinate with the parents the transition into school.</li> <li>• If other professionals are involved, a meeting usually planned by the Early Years team from the East Sussex education authority will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts</li> <li>• The Inclusion Manager/your child's teacher may visit your child if they are attending another provision</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily e.g. additional visits to school at different times of the school day</li> <li>• We may create a School Based plan for your child</li> <li>• We may arrange support for your child immediately e.g. visual support, social stories, hearing adaptations, environmental adaptations.</li> </ul>
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's class teacher initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher</li> <li>• If you are still not happy you can speak to the school SEND Governor.</li> </ul>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted Quality First teaching (QFT) has not met the child's needs, the teacher will raise this with the SENCO.</li> <li>• Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress (Pupil Progress meetings). This is another way your child may be identified as not making as much progress as expected.</li> <li>• If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.</li> <li>• If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning</li> <li>○ To discuss how we could work together, to support your child at home/school.</li> </ul> </li> </ul>

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from East Sussex LA, includes money for supporting children with SEN.
  - The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
  - The Head Teacher, Deputy head and the SENCO discuss all the information they have about SEN in the school, including
    - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected.
- And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Specialist Teaching assistants-SEND supporting Inclusion manager/SENCO</li> <li>• Individual Needs assistants with additional training (when required) to support specific children</li> <li>• SpeechLink and Language Link trained TAs</li> <li>• Counselling -Fegans</li> <li>• Parent Support Advisor</li> <li>• Teacher/TA trained in delivering Personalised Learning for Reading 1:1 sessions</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school if required</li> <li>• Specialist support for children with Dyslexia -Specialist teacher</li> <li>• Teachers specially dedicated to running intervention groups such as Jump Ahead, Social skills and Boris anxiety group.</li> <li>• TAs dedicated to running intervention groups such as Developing Concentration Skills and Word Wizard</li> <li>• Educational Psychology Service</li> <li>• East Sussex Behaviour and Attendance service</li> <li>• Speech and Language Therapy</li> <li>•</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Early Years Team</li> <li>• Early Years ASD support Service</li> <li>• South Downs Outreach</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Information For Families - to support and inform families in all</li> </ul>

		aspects for SEND
	C. Provided and paid for by the Health Service	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• CAMHs</li> </ul>
	D. Voluntary agencies	<ul style="list-style-type: none"> <li>• <a href="#">EMBRACE Charity partnership Jan 2016</a></li> </ul>
How are the adults in school helped to work with children with an SEND and what training do they have?	<ul style="list-style-type: none"> <li>• The Inclusion Manager/ SENCO's job is to support the class teacher in planning to include specific strategies and resources available for teaching any children with SEN.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc..</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from South Downs Outreach and Sensory service or medical /health training to support staff in implementing care plans.</li> <li>• Individual teachers and support staff can complete training online with Online Inset on a number of specific needs such as ASD, Behaviour, Speech and Language</li> <li>• Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCo/ Inclusion Manager/ Deputy Head</li> <li>• Information/training and advice is also discussed regularly at staff meetings to ensure staff members have current information</li> </ul>	

<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> <li>• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. This will be supported by the SENCO/Inclusion Manager if required.</li> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary e.g in the form of INA support for a child with a statement/EHC or via transferable skills from Intervention groups</li> <li>• Specific resources e.g visuals and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the whole curriculum has to offer.</li> </ul>
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed formally every term and a Depth of Learning Index score. Parents will receive 2 report cards and 1 full report during the year detailing whether your child is making the expected progress in reading, writing, and numeracy as well as progress in other areas, as appropriate. The Depth of Learning Index score is recorded and your child's progress monitored that they have made over the term and from the start of the year.</li> <li>• At the end of each key stage (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.</li> <li>• Some children at SEN Support will have a School Based Plan which will be reviewed with your involvement 3 times a year and the plan for the next steps made.</li> <li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Each INA keeps a folder of evidence of progress along with a personalised profile of your child's likes and dislikes etc and current external agency programmes.</li> <li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular meetings with the staff delivering the programme and the Class Teacher.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Home/school book</li> <li>○ Letters/certificates sent home</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Additional meetings as required</li> <li>○ Reports</li> <li>○ Emails</li> </ul>
<p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p>	<ul style="list-style-type: none"> <li>● We operate a 'open door' policy and welcome whole heartedly the involvement of parents</li> <li>● We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.</li> <li>● The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>● All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>● SBP's will be reviewed with your involvement each term.</li> <li>● Homework will be adjusted as needed to your child's individual needs</li> <li>● A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> <li>● SEND Governor</li> <li>● Parent support group for parents meeting last Tuesday of every term led by the Inclusion/SENCO a social time to discuss any matters arising as well as specific topics to support parents at home and visiting professionals.</li> </ul> <p>In addition:</p> <p>If you child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.</p>
<p>How have we made this school physically accessible to children with SEND?</p>	<p>The school is accessible to children with physical disability via ramps were appropriate</p> <ul style="list-style-type: none"> <li>● We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>● Handrails</li> <li>● The school is organised to ensure that there is one class of each year group is situated on the</li> </ul>



	<p>ground floor</p> <ul style="list-style-type: none"> <li>• Installation of an easy accessible toilet in two areas of the school. One is situated within a purpose built care suite which includes an electronic changing table and wet room. There is also a quiet room for times when classroom becomes too much.</li> </ul>
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<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child including their personalised profile with the strategies and resources that are successful.</li> <li>○ Additional visits will be arranged to the new school at different times.</li> <li>○ Transition photo books will be created so your child has a book to read at home to help them prepare for the next stage.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All SBPs will be shared with the new teacher.</li> <li>○ Your child will visit the new classroom and get familiar with the environment and the teaching staff.</li> <li>○ If your child would be helped by a book to support them understand moving on then it will be made for them.</li> <li>○ A Transition meeting is held in the Summer term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.</li> <li>○ This includes their personalised profile with the strategies and resources that are</li> </ul> </li> </ul>
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successful.

### GLOSSARY OF TERMS

SBP	School Based Plan
QFT	Quality First teaching
SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ADHD	Attention Deficit Hyper Activity Disorder
ASD	Autistic Spectrum Disorder