



St. Andrew's CE Infants' School	
Type of school	Mainstream, Academy.



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?	Class/subject teacher	Your child's class teacher is responsible for: - 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 Inclusive and Adaptive teaching). - 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

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		○ included in planning ahead for them. • 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 Special Educational Needs Coordinator abbreviated as SENDCO throughout document as necessary. • Setting individual targets within class and sharing and reviewing these with parents. Additional needs Plans (as explained in our SEND policy) will be in place throughout the year and reviewed at the end of Term 2, 4 and 6, ready for the start of the next term. • 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. • 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@Standrews-inf.co.uk or through the school office
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	Inclusion Manager (Special Educational Needs Disability Co- Ordinator SENDCO)	Mrs Jackie Whitlock 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. • Supporting the class teacher in 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, Early Years Team, Education Support Behaviour and Attendance Service (ESBAS) etc. • Liaising with the Local Authority SEND 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 school) to achieve their potential. • Supporting your child's class teacher apply the new graduated approach for SEND provision and specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
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	Individual Needs assistant (INA) may be allocated to some pupils with SEN and or disabilities	Contacted by telephone: 01323 724749 e mail: jwhitlock@StAndrews-inf.co.uk or through the school office 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.
	Head teacher	Mrs Meakins is responsible for: • 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 SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • Mrs Meakins must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Contacted by telephone: 01323 724749 e mail: Head@StAndrews-inf.co.uk or through the school office

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	SEND Governor	Mrs Lawrence 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.
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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 CLASS (Communication, Learning and Autism Support Service, ISEND 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.

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	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?	Class teacher input via good/outstanding classroom teaching (High Quality teaching)	• The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • 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. • Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.	All children in school receive this.

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	Specific small group work. This group may be • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching assistant who has had training to run these groups. These are often called Intervention groups by schools.	• Your child's teacher will have carefully checked on your child's progress • There are termly pupil progress meetings with the Headteacher and Deputy headteacher to discuss the progress of all children. • The school follows the new Graduated approach for SEND- which uses an ASSESS PLAN DO REVIEW approach within an Additional Needs Plan (ANP) • During this cycle the Class teacher 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. • The class teacher along with the Inclusion Manager/SENDCO will plan group sessions(interventions) for your child with targets to help your child to make more progress. • A teaching assistant/teacher (or outside professional (such as a Speech and Language Therapist) will run these small group sessions using the intervention plan, or a recommended programme given by the Inclusion manager	Any child who has specific gaps in their understanding of a subject/area of learning. 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.
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	Specialist groups or 1:1 sessions run by outside agencies e.g Speech and Language therapy, Occupational therapy groups or CLASS (Communication Learning Autism Support Service). AND/OR Individual support for your child in class or outside the classroom	• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching (HQT) and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • 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. • 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. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: ○ 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	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups. These children may be at the stage of the current SEND Code of Practice called SEND Support, which means they have been identified by the class teacher as needing additional support in school over and above given at
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		○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ A group or individual work with outside professional • 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. • The school may then implement an ADDITIONAL NEEDS PLAN (ANP) in co-ordination/co-operation WITH PARENTS <i>(In East Sussex an early years/ school/college additional needs plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers)</i>	previously and who are not making the expected progress despite previous interventions. This stage often involves other professionals.
	Specified Individual support for your child of more than 20 hours in school. <i>This is usually provided via an</i>	• 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	Children whose learning needs are: • Severe, complex and lifelong

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	<i>Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ISEND Early Years or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy	County Council website • After the school have reviewed the Additional Needs 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), will made made. 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 the support using the Additional Needs Plan directives. • 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 further individual 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	• Need daily regular 1:1 of support in school
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	and/or CAMHS	SEND Support with an Additional Needs 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. • The EHC Plan will outline the provision either individual or 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. • 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. • The Inclusion Manager/SENDCO will co-ordinate the support and the EHC plan ensuring an 'open door' approach ensuring parents and school work as a team.	
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How will we support your child with identified special needs starting at school?	• 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. • The Inclusion Manager will co-ordinate with the parents the transition into school. • If other professionals are involved, a meeting usually planned by the ISEND 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 • The Inclusion Manager/your child's teacher may visit your child if they are attending another provision • 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 • We may create a School Based plan for your child • We may arrange support for your child immediately e.g. visual support, social stories, hearing adaptations, environmental adaptations.
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak to your child's class teacher initially. • 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 SENDCO or Headteacher • If you are still not happy you can speak to the school SEND Governor.
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or a parent has raised concerns about your child's progress and targeted High Quality teaching has not met the child's needs, the teacher will raise this with the SENDCO. • 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. • 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.

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	• If your child is still not making expected progress the school will discuss with you ○ Any concerns you may have ○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning ○ To discuss how we could work together, to support your child at home/school.
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 SEND. • 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 SENDCO discuss all the information they have about SEND 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.

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Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	• Specialist Teaching assistants - SEND supporting Inclusion manager/SENDCO • Individual Needs assistants with additional training (when required) to support specific children • Speech Link and Language Link trained TAs • Emotional Literacy Support: ELSA accredited staff • Parent Support Advisor • Teacher/TA trained in delivering Personalised Learning for Reading 1:1 sessions • Additional Educational Psychology input to provide a higher level of service to the school if required • Specialist support for children with Dyslexia -Specialist teacher. (SENDCO trained to complete an initial Dyslexic tendency assessment). • Staff specially dedicated to running specialised intervention groups such as Jump Ahead (<i>This programme has been designed for all pupils that have difficulties with gross and fine motor skills as well as developing and improving pre-handwriting and handwriting skills. The programme has three stages and the students move through the stages when they are ready to do so.</i>). Social skills and Emotional support. • TAs dedicated to running intervention groups such as Phonics Skills and Help with writing groups • Educational Psychology Service • Team Around the School and Setting (TASS) (For behaviour support) • Speech and Language Therapy • CLASS- Communication Learning Autism Support Service
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		• Sensory groups- Larger whole-body movement, smaller 5 senses group • Alternative small group provision- Stepping Stones • Gymnastics and sensory circuits
	B. Paid for centrally by the Local Authority but delivered in school	• ISEND Early Years Team • CLASS • TASS • Sensory Service for children with visual or hearing needs • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Information For Families - to support and inform families in all aspects for SEND
	C. Provided and paid for by the Health Service	• School Nurse • Occupational Therapy • Physiotherapy • CAMHs
	D. Voluntary agencies	EMBRACE Charity partnership Jan 2016 now closed down

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How are the adults in school helped to work with children with a SEND and what training do they have?	• The Inclusion Manager/ SENDCO's job is to support the class teacher in planning to include specific strategies and resources available for teaching any children with SEND. • 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. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • 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. • Individual teachers and support staff can complete training online with Online Inset or CLASSSS training, Medical training, on a number of specific needs such as ASD, Behaviour, Speech and Language, Epilepsy, Diabetes, Peg feeding • 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 SENDCo/ Inclusion Manager/ Deputy Head • Information/training and advice is also discussed regularly at staff meetings to ensure staff members have current information
How will the teaching be adapted for my child with learning needs (SEND/ and or disabilities)	• 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 SENDCO/Inclusion Manager if required. • 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 n EHCP or via transferable skills from Intervention groups • Specific resources e.g. visuals and strategies will be used to support your child individually and in

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	groups, planned SENSORY or Brain breaks • 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.
How will we measure the progress of your child in school? And how will I know about this?	• Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term according to Age Related Expectations • 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. Your child's progress monitored that they have made over the term and from the start of the year. • Some children at SEND Support will have an Additional Needs Plan which will be reviewed with your involvement 3 times a year and the plan for the next steps made. • The progress of children with an 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. • The SENDCO 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. • A range of ways will be used to keep you informed, which may include: ○ Home/school book ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports ○ Emails ○ SENDCO offers an Open-Door policy in order to enable any issues to be resolved quickly

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What support do we have for you as a parent of child with an SEN/and or disabilities?	• We welcome whole heartedly the involvement of parents through our open-door policy. • 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. • The SENDCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • 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 SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • ANP's will be reviewed with your involvement each term. • Homework will be adjusted as needed to your child's individual needs • 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. • SEND Governor • Inclusion/SENDCO a social time to discuss any matters arising as well as specific topics to support parents at home and visiting professionals. In addition: If your child is undergoing a statutory assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.
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How have we made this school physically accessible to children with SEND?	The school is accessible to children with physical disability via ramps where appropriate • We ensure that equipment used is accessible to all children regardless of their needs. • Handrails • The school is organised to ensure that there is one class of each year group is situated on the ground floor • Installation of an easily 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.
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How will we support your child when they are leaving this school? OR moving on to another class?	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. • If your child is moving to another school: ○ We will contact the new school's SENDCO 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. ○ Additional visits will be arranged to the new school at different times. ○ Transition photo books will be created so your child has a book to read at home to help them prepare for the next stage. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: ○ 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 ANPs will be shared with the new teacher. ○ Your child will visit the new classroom and get familiar with the environment and the teaching staff. ○ If your child would be helped by a book to support them understand moving on then it will be made for them. ○ 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. ○ This includes their personalised profile with the strategies and resources that are successful.
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GLOSSARY OF TERMS

ANP	Additional Needs Plan
QFT	Quality First teaching
HQT	High Quality Teaching
CLASS	Communication Learning Autism Support Service
SENDCO	Special Educational Needs Disability Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEND
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

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