



# WEST RISE West Rise Infant School SEND Information Report 2020-2021

## 1. About this report

The Children and Families Act 2014 states that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. The report explains how each school meets the needs of children with SEND. It will be shown on our school website and sits within the 'Local Offer' at [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

In the SEND information report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also part of our SEND policy.

We review this report every year and always involve key stakeholders in its creation – especially pupils and parents. To inform this report we consulted with different groups of people who are involved in our school, including teachers, teaching assistants, parents, governors and pupils to tell us what they think about what we do to ensure that our children are able to make best progress while they are at West Rise

If you want to give us your views about the report, please contact the school office.

*Nicole Hartley and Duncan Lawson Co Chair of Governors  
October 2020*

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

If you are thinking of applying for a place at West Rise, please contact the school office – telephone number (01323 764062) If you want to talk to someone about your child's particular individual needs, please ask for an appointment with either Lynne Weir Inclusion Team Lead and Headteacher, Lynne Weir (Acting SENCO) or Nic Smith Pastoral Lead/SEND administrator. The Acting Special Educational Needs Coordinator (SENCO) works with the Inclusion Lead and 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 Team provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

How to contact us - telephone number 01323 764062 or email [office@westriseinf.e-sussex.sch.uk](mailto:office@westriseinf.e-sussex.sch.uk)

If your child is already at the school then please share any queries with your child's class teacher in the first instance.

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

We are a maintained Community Infant School. We admit pupils from age 4 to 7 years we also have a Governor led Nursery and whilst the setting is not maintained by ESCC it is very much part of the school.

We are an inclusive school and this means that all families are able to choose a place at West Rise – it also means that that we work hard to provide for children with differing types of special educational needs.

If you are looking for a school place for a child who has an Education Health and Care plan, then please contact your Assessment and Planning Officer at East Sussex County Council who will advise you about the process. If you are seeking 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.

- For information re School Admissions Policy – see school website
- School Admissions – [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)
- Contact Information for Families for admissions advice 0345 60 80 192

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

As part of our responsibility under the Children and Families Act 2014 and the Equalities Act 2010, we have a duty to ensure that we meet the needs of every individual pupil in our care. At West Rise we welcome all children, whatever their needs. Children who have a disability or an Additional Need and require extra provision (that is in addition to, or different from, that of other pupils) are placed on our Additional Needs Register.

As a Wellbeing First School, we believe that we are well placed to meet the needs of all children and that a child who is supported to develop a positive psychology, and who can with support seek gratitude, optimism and feel happy is a child who is likely to make progress and this very much underpins our approach when working with children with additional need.

At West Rise we work hard to offer children an education informed by evidence based neuroscience an approach which enables the child to learn how to 'be in charge of their own brains' and to know how to self regulate and calm.

Our school is indeed a very calm, happy place and we believe that positive relationships are key to this and in particular the very positive relationships that we build with parents and carers as soon as they join the West Rise family.

Staff establish incredibly positive and trusting relationships with children and teachers know their children very well, but, they continually seek to further understand individual learning needs and draw on a whole host of support and intervention to enable best progress.

At West Rise we have one very simple yet far reaching motto which is that 'every child achieves excellence by being the best that they can be.' This is a powerful message for all children and especially those with SEND.

We believe that each child is able to learn, when a curriculum is broad and balanced and delivered through consistently good teaching in a rich, stimulating learning environment that every child can engage with. We are committed to meeting the needs of all our children, whatever their needs are. We do this through planning that is specifically differentiated (aimed at all levels of ability) and every child who has additional needs is taught in a

way that will best help him/her learn. We assess every child's progress, before planning the next step of learning and in that way we make sure that every pupil succeeds.

West Rise Community Infant 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 and at West Rise this happens in a number of ways.

We *formally* assess each child four times a year and discuss successes and next steps (plan do review) during Pupil Progress Meetings (PPMs).

During these assessments and subsequent meetings we identify the children who need to be on our SEN /Additional needs register and discuss the support and intervention they need to enable best progress. We then deliver the plan for each child within class and in small groups and 1:1 sessions as necessary. We then review the progress the child has made as an ongoing activity. Alongside his careful planning and small step targets enable an ongoing process of development.

If the child is looked after by the Local Authority, they will have a Care Plan including a Personal Education Plan (PEP) and an Additional Needs Plan. We will co-ordinate these plans with the relevant support agency and will involve parents and carers as well as foster carers or social workers in discussions.

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

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

A pupil is considered to have a SEND when their learning difficulty or disability calls for special educational provision and when that provision 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/or 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 believe that identifying SEND early is a priority – it means that we can begin to support pupils quickly, in order to help them to make progress. Some children are identified even before they start school and the SENCO and prospective class teacher will often visit a child in their pre-school setting. We will always involve parents, as much as possible in this especially if a child is going to be observed by a member of our staff. We talk to nursery staff and members of the Early Years ISEND Team to find out what is working well– this can then be adapted or modified so that intervention in school is initially very similar.

In Year R, we use a Baseline Assessment to find out a child's stage of development, as they enter school. A pupil who is significantly below the

expected levels of development are carefully observed by the class teacher and members of the support staff team. Any concerns are then be passed to the SENCO, who will observe the child in different situations and environments e.g. in the classroom, on the playground, in a small group and as a member of a whole class learning group.

Sometimes a child's developmental needs will only become evident or indeed may appear more obvious as they move into Key Stage 1 and are engaged in a more formal curriculum. A child who makes little or no progress, or who demonstrates learning loss or shows progress suddenly slowing significantly will be identified as in need of extra support, intervention and/or a tailored curriculum. Because we gather regular data on every child we are able to identify concerns very quickly. The way forward is then agreed within the SEND Team and the class teacher.

We are always ready to make reasonable adjustments to include all pupils in every learning opportunity that is on offer.

Our building, and the playground, are accessible to every child as is the curriculum and wider learning opportunities and we organise school trips that everyone can enjoy. Children who show signs of being 'at risk' of vulnerability to Dyslexia receive screening into Key Stage One and plans are made to support the child as needed.

We encourage parents to tell us about their children, so that we can meet their needs in the most appropriate way.

At West Rise we have considerable success in supporting children to manage their own behaviour and it s important to recognise that a child who displays challenging behaviour does not necessarily have SEND and we will assess and carefully monitor behavioural responses on a daily basis to try to identify the cause.

As a school we are able to devise a Behaviour Support Plan which looks very widely at causes of behavioural challenge and takes a therapeutic and whole team solution focussed response. Occasionally this may involve working within a multi-agency approach or an assessment from an Educational Psychologist. We can also refer pupils to CAMHS (Child and Adolescent Mental Health Services) Speech and Language Therapy, or for a paediatric assessment at our local hospital.

Children who continue to make little or no progress, will have an Additional Needs Plan drawn up and, if necessary, a statutory referral will be made for an Education and Health Care Plan. Parents will always be kept informed if their child is part of any stage of this process and we will work together to achieve the very best outcomes for every child.

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

If a child is struggling to access the learning opportunities on offer, and ongoing assessment shows that he or she is making slower progress than his or her peers, strategies are put in place in the classroom. These involve high quality teaching targeted at their area of weakness in the first instance, but if progress continues to be less than expected, interventions are introduced and regularly monitored, The teacher will carry out an impact review after two weeks of intervention. If

no progress has been made, the class teacher and the SENCO discuss how to move the child's learning forward.

Children who are not making sufficient progress also receive extra in-class support from both the class teacher and a Teaching Assistant. This is in a

small group situation and the teaching is carefully modified to match the needs of the individuals in the group. There are also opportunities for some 1-1 reading, writing and practical number tasks with both the class teacher and the Teaching Assistant. Pupils with Additional Needs are taught in a small group by their class teacher on a daily basis.

If it is felt that a child is still not making sufficient progress despite intervention and support, the class teacher, the SENCO and the child's parents meet to discuss the possibility of setting up an Additional Needs Plan. This plan focuses very specifically on the child's needs and targets and is sometimes used as part of the process for Statutory Assessment. When a child has needs that are so significant that he or she is unable to access the curriculum without individual support, for much or all of the time that they are in school, an application will be made, by the school, to the local authority, for an EHCP (Education and Health Care Plan). An Additional Needs Plan must be in place before an application for an EHCP is made and two meetings are held involving school staff, parents and any outside agencies that are already working with the pupil. This meeting looks at the targets that the child is working towards, both short and long term, and how the school ensures that the targets are met.

We believe, however, that the best, and most important way for all children to learn, is through Quality First Teaching – i.e. the very best teaching that we, as a school, can offer to our pupils. There are quality control systems in place to ensure that this is happening across the school, through Monitoring activities as well as a rigorous performance management structure that is led by the Head Teacher. Lesson observations three times a year, learning walks and scrutiny of children's work ensure that staff are working effectively towards their targets, through the planning and delivery of stimulating and challenging lessons that move the learning on at a brisk pace.

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

At West Rise we recognise that it is the responsibility of every class teacher to deliver the most appropriate curriculum for every individual child in their class and to set high expectations for every child, whatever their needs. All pupils have access to a broad and balanced curriculum which is suitable for each individual's needs. We call this the Learning Tree Curriculum – a curriculum to develop well being which has its roots in developing resilience, confidence, kindness and many qualities which contribute to an individual's wellbeing.

We adjust the curriculum carefully and as is necessary for each child with additional needs so as to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'. Every class teacher is responsible for planning for their class, in consultation with the other teachers in their year group. The outcomes for learning are the same across the year group, but how each class meets the outcomes is for the individual teacher to decide. As part of our Equal Opportunities policy, all pupils, including those with Additional Needs will have access to similar tasks and learning opportunities but for children really struggling then learning may take place in a boost group outside of the classroom.

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We use our Assessment

policy to do this and we talk with children and parents as part of the SEND support cycle (assess, plan, do, review) Parents are able to access the current learning via the school website, where year group newsletters which outline the planned learning are displayed each term. Further information about the curriculum is displayed on the school website.

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

At West Rise we believe that educating a child is a process that is shared between home and school. We have an 'open door' policy and parents/carers are always welcome to make an appointment with their child's class teacher, year group leader, or with any member of the SEND Team to discuss any concerns and aspirations that they may have.

We keep in close communication with all parents who have a child with additional need and this can be either a phone call or 'touching base' meeting with Nic Smith (Pastoral Lead).

Opportunities for communicating and sharing are built into the school year with Parents Evenings taking place three times a year, plus an extra one in June for parents of children starting school in September. We hold parent consultation meetings after each mid term break, have Additional Needs Plan meetings/Educational and Health Care Plan meetings with parents/carers.

Children who have additional needs and are not on a plan are instead given Individual 'Assess, Plan, Do Review ' (APDR) sheets and these are review each short term. The APDR sets out the additional support which each child on the SEN register receives. This information is shared with parents through discussion and in parent consultation meetings.

Children with Additional Needs Plans or Educational and Health 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.

There are parent workshops, open days and parent forums throughout the year, with a parent questionnaires during the year, when we ask for opinion about your child's schooling and the results are always both positive and encouraging.

Every child will receive an Annual Report in Term 6, but we forge even stronger links with parents/carers of children with Additional Needs, by meeting with them more frequently and, perhaps, less formally at times. We want to share not only our concerns, but also, more importantly, children's successes and often an impromptu phone call, or meeting will be called, to include parents in the monitoring of a child's progress.

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

We believe that every child, whatever their needs, should be involved in their learning journey, in terms of assessing what they know now, and what they need to learn next. During every lesson, the class teacher will remind the children of the Learning Intention and Steps to Success and will carefully question each child about what they have learnt, and the next steps. As part

of our Marking Policy 'Teacher Talks' teachers feedback to pupils both formally and informally about the progress that they are making, in all areas of the curriculum. We believe that pupils' involvement in this process is vitally important for engagement in their learning. Children who receive additional support will also be involved in the targets that are set as these will reflect their curriculum targets in class. Pupils who are on a higher level of support will give us their views, as requested for Additional Needs Plans or Education, Health Care Plans and these views will always be brought to the relevant review or meeting. Pupils are listened to and are able to share their view in a variety of ways:

| Forum  | Who's involved?   | How often?                  |
|--|---|-----------------------------|
| Self assessment                                | Pupil, class teacher  | Daily                       |
| Class Circle times                             | Pupil, class teacher, TA/INA  | Daily and formally weekly   |
| Worry Box/Suggestions box                      | Pupil, class teacher  | As needed                   |
| School Council                                 | Class, class teacher  | Seasonally                  |
| Pupil Voice                                    | Pupil, SENCo, Parents class teacher                                     | At least twice a year       |
| Additional Needs Plan review meetings          | Pupil, parents, class teacher supported by SENCo                        | At least three times a year |
| Annual reviews (statements and EHC plans only) | Pupil, parents, SENCo, class teacher, support services, local authority | Once a year                 |

#### **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?**

As an Infant School setting the whole process of transition and transfer is very much part of what we do and we believe that for all children the transition to a new school is a particularly important event and a crucial one for a child with SEND. But a careful transition and the change implicit in this is very much part of life! We have in place a very robust system of support, both for starting school and for transferring to Key Stage 2, that enables pupils to cope with transition, whatever their age and need. As children move into their Junior School relationships with the new setting are built and a careful process of information sharing and visits is planned.

Children who transition to West Rise Junior School are able to receive as many support visits as needed and when Year 3 classes are arranged we are always careful to place children with additional needs with a chosen friend.

#### **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

At West Rise, we are fortunate to have a very experienced staff – many colleagues have been working at the school for a number of years. When placing children with teaching staff, we always try to match up experience and personality with the needs of every child. Where appropriate, we train all staff to ensure that they are appropriately equipped to meet the needs of

the children in their class, or we arrange a whole school INSET training day to offer specific training eg on a medical need or for example Autism. The needs of the staff, as well as our pupils, are identified through the School Improvement Plan – this is a document that all staff are expected to generate together, in conjunction with the Head Teacher. The school governors must agree the contents of the SIP and it is updated at least every year, or when there are significant changes in policy. Our Acting SENCO has had many years teaching experience and The Headteacher has a post graduate qualification in Therapeutic Education and SEN. Below is a current list of staff specialist skills:

Specific Teaching Responsibility for Year 2 pupils with Additional Needs  
Learning Delay Provision  
ASD Provision  
Managing behavioural Challenge  
Therapeutic Intervention – Relax Kids, MindUp, Yoga, Dietary advice  
Sensory Needs Provision  
Speech and Language Provision  
Nurture Provision  
Jump Ahead trainers  
Lego Therapists  
Wellbeing in Education ( MA)

## **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, through a robust system of lesson observations, moderation and scrutiny of work and learning walks. We look at whether our teaching and programmes of support have made a difference, by focusing on the level of attainment of every child on the SEND register at the beginning of an intervention, and assessing whether progress has been made. We use in School Tracking to monitor the progress and development of all pupils, which helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision. We ask parents to complete a questionnaire every year, then summarise the results and feed them back to parents. This information helps to inform the school improvement 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/>

Our SEND children usually make as good a rate of progress as our non-SEND children and in some instances this progress is better than that made by non-SEND pupils. We expect every child to be the best that they can be and know that true success is measured by seeing a child with SEND with positive self esteem and making the best progress that they can with the very best support possible.

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

Our School is subject to the Equalities Act 2010 and has a responsibility to provide the same level of care and service to all our stakeholders, whatever their needs. The school is a single storey building, for which access to all areas including classrooms can usually be gained with the need of a slope. We have a large outside area and areas are all accessible for wheelchair users, although some are easier than others. All doors throughout the school are wide enough to take a wheelchair with ease. In order to ensure full accessibility for all, we have two toilets that can accommodate a range of needs.

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

We believe that every pupil at West Rise whatever their disability or need, should be included in all aspects of school life and maximise the opportunities presented to them, in order for them to be fully integrated. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity, including extra-curricular activities and school trips. We work with parents and pupils to listen to their views, feelings and wishes – we will ask parents, or they will often ask, to accompany their child on school trips and we actively encourage this approach – both parent and child will feel more relaxed during the trip and often parents want to extend their child's learning afterwards, by questioning and talking together about the day. If this is not possible, we will always ensure that children with SEND are accompanied by an adult who understands their needs and can meet those needs effectively and competently. During a school trip, every child, including those with additional needs, will be a part of a small group – the size of the group will depend on the needs of the children, but in this way, every child is given the opportunity for collaborative experiences, conversation and learning.

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

We are a wellbeing first school which actively teaches children how to maximise their learning through positive psychology and in general by feeling good about who they are and how they live. They are encouraged to adopt a growth mindset through our 'wise owl' approach. Our Learning Tree curriculum supports children's emotional and mental wellbeing, We use all opportunities to reinforce this message eg through our assembly cycle and through class assemblies and wellbeing sessions. Through staff who know their children incredibly well to the positive relationships between staff, staff and families we ensure that West Rise children are truly treasured and that they learn just how amazing they are because we are all different. As with all of the children in our care, SEND children are safeguarded, including protection from bullying and supported with making relationships. The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Educational Psychologist.

#### **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. We work closely in partnership with Education Support, Behaviour and Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS) and English as an Additional Language Service (EALS) We can also refer a child to the Speech And Language Therapy Service (SALT), Occupational Therapy, Physiotherapy or to the Education Psychology Service - if we consider that professional involvement is needed. All these outside agencies require a formal referral and we are required to get parents' agreement before these referrals are made.

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

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

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

The 'local offer' on the internet

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

Parent Information Contact at school – Nic Smith or Sally Hipkiss

Contact: Office: 01323 764062 or email [office@westriseinf.e-sussex.sch.uk](mailto:office@westriseinf.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](mailto:@eastsussex.gov.uk)

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

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

At West Rise, we always encourage good communication between home and school and, because of our 'open door' policy, complaints brought against staff, policies or practices are rare. However, if you are dissatisfied or concerned, please follow the School's complaints procedure.