

SEN Information Report 2024 – 2025



Belong, Believe, Achieve

North Mundham is a mainstream primary school. The aims of our school are:

- to work together to provide a safe, happy, stimulating environment where children know they **belong**, **believe** in themselves, enjoy their right to learn and **achieve** their personal best.
- to model and promote an environment where everybody respects, values and cares for each other.
- to be a healthy place to grow, learn and play.
- to facilitate and nurture growth, appreciation and understanding in the following areas: aesthetic, creative, cultural, emotional, environmental, intellectual, moral, physical, social and spiritual.
- to prepare and enable our children to be successful contributors in the world beyond school.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.”

(SEND 0-25 Code of Practice, 2015, p92)

Admission arrangements are managed by West Sussex. Families are encouraged to make an appointment to visit the school.

How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below ‘age expected’ levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: DST - J, (Dyslexia Screening Test - Junior) Salford Reading, BPVS (British Picture Vocabulary Scale), BEAM Maths diagnostic
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

If parents / carers have concerns that their child may have special educational needs you are encouraged to talk to your child's class teacher initially. Alternatively/additionally you may wish to make an appointment to meet with Mrs Laura Finch, the Schools SENDCo (Special Educational Needs and Disability Co-ordinator) either through the school office, by phone or email.

How will both you and I know how my child/ young person is doing? How will school staff support my child and how will you help me to support my child/young person's learning?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENDCo will oversee the progress of any child identified as having SEND
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child, providing additional support. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly review meetings.
- The class teacher will meet with you formally on at least a termly basis at parent / teacher consultations in order to discuss your child's progress and the support that they are receiving. The child's 'next steps' or targets will be discussed and ways that families can support their child's learning at home.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required. There is always opportunity for this at termly parent / teacher consultations.
- If your child would benefit from a targeted intervention, a 'Learning Plan' will be created with the child, identifying specific targets and support to progress their learning. This will be shared with parents / carers.

How will the curriculum be matched to my child/young person's needs? How is the decision made about what type and how much of support my child/young person will receive? How are the school's resources allocated and matched to children's/ young people's special educational needs?

- The long term curriculum plans are available to parents on the school website.
- All learning activities within class are planned and differentiated at an appropriate level through quality first teaching, so that all children are able to access learning according to their specific needs. Typically, this would be done through questioning, resources available to the child and support provided.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate if a child does not make the desired progress.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The child's view is gathered through self-assessment, pupil voice and questionnaires
- The SENDCo reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.

- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- Access arrangements that can be put in place for end of key stage tests will be discussed and agreed by parents, class teacher and SENDCo. This is formally recorded and the outcome shared with all parties and the headteacher.

How will my child be included in activities outside the school classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided before and after school. We aim for these to be as inclusive as possible and may provide additional staff in order to achieve this.
- Breaks and lunchtimes can be challenging for some children and support and /or alternative arrangements may be needed to make these times successful. Each child's needs will be considered on an individual basis.

What support will there be from my child's overall well-being?

Pastoral, medical, social and emotional support

- The class teacher has overall responsibility for the pastoral, medical, social and emotional care of every child in their class
- The school has a trained ELSA (Emotional Literacy Support Assistant) who can support pupils with pastoral, social or emotional needs. Where more specialist support is needed, the school can call refer to the Single Point of Access (SPOA). Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCo and Headteacher.
- For children with medical needs a 'Care Plan' is drawn up and reviewed regularly. The School Nurse supports the school and parents/ carers to ensure that this covers the child's range of needs.
- From 2023, the school will also be supported by 'Thought-Full', a mental health support service for selected schools.

The administration of medicines

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed in to and collected from the school office

- First Aid trained staff oversee the administration of any medicines. Another member of staff will always witness any administration
- The vast majority of staff hold first aid qualifications, which are updated regularly. Some medication may require more specialist administration, including the appropriate training of staff to administer the medicine. This will be supported by the School Nurse team and a care plan drawn up.

Behaviour and inclusion support

- The school's behaviour policy is available on the school website. If a child has significant behaviour difficulties, a Therapeutic Behaviour plan is written to identify the specific issues, put relevant support in place with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with parents and the local authority Inclusion team.
- The school has an attendance policy as part of the Chichester Locality Attendance Policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher and discussed with families if this becomes a concern.
- The school are also able to support families in making contact with other agencies who can provide appropriate support. For example, an Early Help Plan can be set up to provide appropriate support.

The views of the child

- Children who have Learning Plans discuss their progress and targets when these are reviewed (age appropriate), as well as at termly target setting meetings
- If your child has an EHCP their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council as well as hold other positions of responsibility, by their class or teachers.

What specialist services and expertise are available for access by this school?

What training are the staff supporting children and young people with SEND had or are having?

- Our SENDCo is supported by our link SEND Officer from West Sussex Local Authority and the SEND assessment team.
- Additionally the school employs an ELSA (Emotional Literacy Support Assistant). The school also works with a Play Therapist when a child is identified as requiring this type of support. We also work with Thought-Full, the Mental Health Support Team for schools.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Learning and Behaviour Advisory Team, Health Services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help Hubs, social workers; educational psychologists and specialist advisory teachers.
- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way

- The specific training held by support staff includes learning mentoring, speech and language training, precision teaching, Lego Therapy.
- The school also operates an internal training programme for support staff, facilitated by the SENDCo and Headteacher.

How accessible is the school environment (indoors and outdoors)?

- Our school has an adopted accessibility plan which details how we aim to increase the extent to which pupils with disabilities can participate in our curriculum, improve our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide and how we aim to improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.
- All areas of the main school building and outdoor environment are accessible by wheelchair. Three disabled parking bays are available in the car park.
- Accessible toilet facilities are available at the lower end of the school.
- If you have specific access queries or concerns please speak with us.

How are parents involved in the school? How can I be involved?

Parents and Carers are involved in the school through:

- Parent / teacher consultation evenings and curriculum information events such as 'meet the teacher', coffee mornings, Stay and Play etc. See the school newsletter or website for details.
- Parent Teacher Association. See the PTA page on the school website
- Volunteering as a parent governor. Contact Jane Cross via the school office to enquire.
- Volunteering in school. Speak to your child's class teacher or the Headteacher. DBS clearance will be needed.

Who can I contact for further information?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENDCo (Mrs Laura Finch), Headteacher or the SEN Governor, through the school office.
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites:
 - West Sussex County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at <https://westsussex.local-offer.org/>
 - Contact IASS (Information Advice and Support Services Network) (formally Parent Partnership Service) at <https://westsussex.local-offer.org/services/7>
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

How will the school prepare and support my child/ young person to join the school, transfer to a new setting or the next stage of education in life?

- We encourage all new children to visit the school prior to starting. Taster sessions can be arranged as appropriate.
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Headteacher holds a meeting for parents in June. This is followed by the Reception Class teacher visiting new children in their nursery or pre-school setting. The children then visit the school and follow up visits can be planned if needed.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs or an EHCP, a review will be used as a transition planning meeting to which we will invite staff from both schools/nursery/setting
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

Who should I contact if I am considering whether my child should join the school?

Please contact Mrs Emily Holden in the school office for further information about the school and to arrange a meeting with the headteacher, in the first instance.

Tel: 01243 785502 office@northmundham.w-sussex.sch.uk