



# SEN Information Report for Downview Primary School

This SEN Information covers a set of information as laid out in:

- schedule 1 regulation 51 from the Special Educational Needs & Disability Regulations 2014, which includes the governing body's policy and practice for pupils at the school with special educational needs (Policy available on the school's website); and
- Equality and Disability information:
- the school's admission arrangements for pupils with SEN or disabilities;
- the steps the school have taken to prevent pupils with SEN from being treated less favourably than other pupils;
- the facilities provided to assist access to the school by disabled pupils;
- the accessibility plan the governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. (available on the school's website)

## **The kinds of special educational needs for which provision is made at school.**

Downview Primary School is a mainstream setting. Our aim at Downview is to provide every child with a happy, safe, secure and caring environment where every child can achieve their potential through a curriculum which motivates, nurtures, engages, excites and challenges.

"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 enables 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)

## **1. HOW DOES DOWNVIEW SCHOOL KNOW IF MY CHILD NEEDS EXTRA HELP?**

- As a school we liaise with your child's previous setting through information gathering and the passing on of records. This may include a visit or a transition meeting with the SENCO and other professionals involved.
- If your child is working at National Curriculum levels considerably lower than expected for a child of similar age.
- We monitor your child's levels of achievement and rate of progress over time.
- We value concerns raised by parents.
- Concerns raised by Teaching Staff.
- Concerns raised by SENCO as a result of further investigation or testing.
- Liaison with external agencies.
- Health diagnosis through school nurse/paediatrician.

**IF YOU THINK YOUR CHILD HAS SPECIAL EDUCATIONAL NEEDS IN THE FIRST INSTANCE PLEASE CONTACT YOUR CHILD'S CLASS TEACHER OR MRS JACKSON (SENCO)**

## **2. HOW WILL DOWNVIEW SCHOOL SUPPORT MY CHILD?**

- Quality first teaching by the child's Class Teacher.
- Additional appropriate support or specific interventions to meet the needs of your child.
- IEP (Individual Education Plan)-Termly planning of specific targets for children with significant additional educational needs with the SENCO, Class Teacher and Teaching Assistant to aid progress.
- IBP (Individual Behaviour Plan)-Termly planning of specific targets for children with significant additional behavioural needs with the SENCO, Pastoral Teacher, Class Teacher and Teaching Assistant to aid progress and support with behaviour.

- The SEN Governor will liaise with the SENCO and School Management team to monitor progress, use of resources and standards.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need to maximise progress.
- Outside agency advice will be sought where necessary and the advice will be acted upon.

**WHO WILL EXPLAIN THIS TO ME?**

- Parents are invited to attend termly parent's evenings and drop-ins where progress, targets and any additional support that is needed can be discussed with your child's Class Teacher.
- Parents can request a meeting with Class Teachers at any mutually convenient time.
- Mrs Jackson (SENCO) and Mrs Oliphant (Pastoral Teacher) are available to discuss your child's needs and support in more detail at parent's evenings or at a mutually convenient time.

**3. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

- Through careful differentiation the curriculum and teaching will be tailored to meet the needs of all children to enable all children to access the curriculum through support and the modification of lessons.
- All teachers plan for a range of abilities and individual needs.
- Additional adult support or additional resources may be provided.
- All children have individual targets.
- Children with significant additional educational needs may follow an individually adapted curriculum where appropriate.

**4. HOW WILL DOWNVIEW SCHOOL KNOW AND HOW WILL I KNOW HOW WELL MY CHILD IS DOING?**

- We measure and track children's progress in learning against National expectations and end of year / phase age related expectations.
- Children who are not making expected progress are identified through regular review meetings with the Class Teacher, Deputy/Head Teacher, SENCO and Pastoral Teacher. In this meeting a discussion takes place considering why individual children are experiencing difficulty and what additional support can be offered to aid their progress. We report this to you through:
  - Parent's evenings.
  - Target review meetings (usually within the parents' evening).
  - Informal discussion and drop-in meetings.
  - ILP reviews.
  - IBP reviews.
  - Annual reports.
  - Additional meetings as necessary.

**IF YOU HAVE ANY CONCERNS ABOUT YOUR CHILD'S PROGRESS IN THE FIRST INSTANCE PLEASE SPEAK TO YOUR CHILD'S CLASS TEACHER, MRS JACKSON (SENCO) OR MRS OLIPHANT (PASTORAL TEACHER).**

**HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

- Discussions at parents' evenings.
- ILP and IBP target reviews and sharing new targets.
- If your child is not meeting expected targets, the reasons for this will be considered, the targets may be adapted into smaller steps or a different approach may be used to support your child's learning.
- Discussion with class teacher, SENCO or Pastoral Teacher.
- Parent drop-ins.
- Parent Workshops, Maths mornings and reading/writing workshops
- Monthly Coffee mornings.

## **5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

- Your child's Class Teacher has overall responsibility for the pastoral and social care of every child in their class.
- At Downview School we have our Pastoral Support Teacher, Mrs Oliphant who can offer additional Pastoral support to children, parents and teachers.
- PSHCE curriculum and Circle Time.
- Members of staff trained in TAMHS (Targeted Mental Health Support)
- Further support and advice can be accessed through the SENCO and outside agencies such as the School Nurse, Family Support, Play Therapist and CAMHS (Child and Adolescent Mental Health Services)
- Downview School has a policy regarding the administration and management of medicines both on and off the school site. A trained and designated member of staff will oversee the administration of any medicines.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- Children with specific medical needs will have a health care plan created in consultation with parents and health professionals.
- As a staff we have regular training and updates of conditions and medication affecting individual children to ensure that all staff are able to manage medical situations.
- Downview School has a Behaviour Policy.

## **6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY DOWNVIEW SCHOOL?**

- Mrs Jackson (SENCO) is a fully qualified Teacher working towards a Postgraduate Certificate in Professional Practice: National Award for SEN Coordination.
- Mrs Oliphant (Pastoral Teacher) is a fully qualified Teacher with an MA in Education.
- School Nurse.
- Family Link Worker.
- Family Support Worker.
- Play Therapist.
- Speech Therapist.
- Occupational Therapist.
- Physiotherapist.
- Social Communication Team.
- Learning and Behaviour Advisory Team.
- Educational Psychology Service.
- CAMHS.
- Social Care.
- Early Help Plans.
- Young Carers.
- Winston's Wish Bereavement Support Charity
- Sensory Support Team.
- Family Support Network Forum
- EMAT (Ethnic Minority and Traveller Support Service) who assist us in supporting our families with English as an additional language and children from Travelling communities.

## **7. WHAT TRAINING HAS THE STAFF SUPPORTING CHILDREN WITH SEN HAD OR ARE CURRENTLY HAVING?**

- SENCO Diploma.
- MA in Education.
- Counselling Skills.
- Child Psychotherapy.
- Makaton Signing.
- Occupational Therapy-Jump Ahead Programme.
- Reading Recovery (Every Child a Reader).
- Fischer Family Trust Reading Support Programme.

- 1<sup>st</sup> Class@Number.
- 1<sup>st</sup> Class@Number2.
- Speech and Language.
- Targeted Mental Health Service (TaMHS).
- Winston's Wish Bereavement Training.
- WWO.
- Safeguarding.
- Autism training-Early Bird Plus Programme.
- Dyslexia Aware Award
- Autism Aware Award

#### **8. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- School trips are planned, risk assessed and pre-visits are made by staff taking into consideration the needs of the group of children and individual children involved in the school trip.
- Reasonable adjustments, arrangements and support will be made to ensure that all children are included whilst maintaining the safety of the children as the top priority.
- The suitability and access to outside the classroom learning opportunities are discussed with the external service providers.
- Where appropriate parents and carers will be invited to attend activities outside the classroom.
- Information is shared with parents about residential visits to allow parents to make informed decisions and advise the school of any adjustments they feel may need to be made.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

#### **9. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The Downview School site is wheelchair accessible with disabled toilet facilities, two being large enough to accommodate changing.
- In Key Stage 1 the school is all on one level with ramps at specified fire exits and in the Allen Building there is a lift to the first floor.
- External services are available to assist us in ensuring the school environment is as accessible as possible, particularly for children with additional needs.
- EMAT (Ethnic Minority and Traveller Support Service) are available to assist us in supporting our children with English as an additional language and children from Travelling Communities.

#### **10. HOW WILL DOWNVIEW SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING DOWNVIEW SCHOOL AND TRANSFERRING TO A NEW SCHOOL?**

- As a school we liaise with your child's previous setting via contact with local nurseries and we receive information from children's previous schools and preschools.
- All children are invited to the Transition Day in the summer term prior to starting Downview in the September where they will meet their new class teacher in their new classroom.
- All children in years 1 to 6 receive a "Moving-On Pack" at the Transition Day which gives information for parents and children about the staff in their child's new year group, where the classroom is, the curriculum and topics to be covered and classroom routines such as where to keep book folders and water bottles etc.
- An opportunity for parents to meet their child's next teacher at the end of the Transition Day.
- We welcome visits from new parents and we are happy to show parents and children around our school
- For children with SEN and for children who are less confident with change we can arrange and accompany the children on additional visits to help them get to know staff members and the new surroundings, i.e. Year 6 transferring to secondary school.
- Social stories can aid smooth transition.
- Photos of new places and people are used where helpful.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- For children with complex needs a meeting can be arranged or a Statement (EHCP) Review can be used as a transition meeting. Parents, staff from both schools and all outside agencies involved with your child can be invited to contribute to these meetings.
- Enhanced transition programmes can be implemented as appropriate.

### **11. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?**

- We ensure that all children with Special Educational Needs have their individual needs met to the best of the school's ability with the funds available.
- We have a team of Learning Support Assistants and Teaching Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's and individual children's needs.
- We access specialist support from outside agencies where appropriate.
- The School Governors liaise with Senior Management (including the SENCO) in the allocation of the SEN budget. Funds and resources are allocated on a needs basis. The Children who have the most complex needs are given the most intensive support which may require a Specialist Teacher, an LSA and/or a TA.

### **12. HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- After appropriate monitoring, tracking, the collection of relevant information and evidence, your child's Class Teacher, TA, SENCO, Pastoral Teacher and possibly outside agencies and other professionals will discuss your child's needs and consider the type of support that would best support learning.
- Professional judgement will be used within the limitations of the SEN budget and resources available.
- Different children will require different levels of support in order to narrow the gap to achieve age expected levels.
- Discussion and communication with parents is vital and essential.

#### **HOW WILL I KNOW IF IT HAS HAD AN IMPACT?**

- Interventions and support programmes are monitored half termly to measure impact. If progress is not evident then targets may be divided into smaller steps or an alternative programme or intervention will be used.
- IEP and IBP Targets are reviewed termly with new targets being set.
- Communication and verbal feedback from your child, the Class Teacher, SENCO and you (parent).
- Children may be removed from the SEN Register if it is felt that the child has made sufficient progress compared with their peers.

### **13. HOW CAN I BE INVOLVED IN DOWNVIEW SCHOOL?**

- Come to the monthly coffee mornings.
- Attend Parents Evenings, Drop-ins, Sharing Assemblies, Performances, Parent Information Evenings, Workshops, Transition Meetings, PTA fund raising events such as the Summer Fair and Quiz Nights.
- Volunteer to help in class, hearing children read, helping children with sewing or art activities etc.
- Provide us with feedback either through Parent Questionnaires, written or verbal feedback.

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact is your child's Class Teacher to share any concerns.
- Mrs Jackson (SENCO) and Mrs Oliphant (Pastoral Teacher)
- Mrs Williams (Head Teacher) and Mrs Hawkins (Deputy Head Teacher)
- Access the Downview SEN policy on our website.
- Contact The West Sussex Parent Partnership Services.

The link below provides access to that information currently called the Local Authority Local Offer: what it expects its educational settings to provide for learners with Special Educational Needs and Disabilities' in West Sussex.

<https://westsussex.local-offer.org>

Downview Primary School SEN Policy and Practice link with other school policies and legislation such as:

- Working Together to Safeguard Children (2013);
- Keeping children safe in education (2015)
- Keeping Children Safe in Education (2014);
- Mental Health and Behaviour in Schools (2014);
- The Children Act 1989: Children Looked After with SEN;
- Equality Act 2010 & Accessibility Plan;
- Managing Medicines' (2013);
- Admissions;
- Complaints.