



## Special Educational Needs (SEN) Information Report

Punnetts Town is a rural, County Primary School, admitting pupils from 4-11.

Telephone: 01435 830335 Email [office@punnettstown.esussex.sch.uk](mailto:office@punnettstown.esussex.sch.uk).

We positively promote equal opportunities to ensure that children develop respect for the right of the individual to be treated without discrimination, especially on the grounds of sex, race, or age.

For admissions and information for families' phone 0345 60 80 192 who will guide you through procedure

This SEN Information Report should:

*Provide information on the school's SEND policy and contacts where the family have questions or concerns*

*Explain the school's commitment to East Sussex's Local Offer for children and young people with additional needs and provide detail of where ESCC Local Offer is published*

*Explain how we identify and respond to meet the needs of a child with SEND*

*Explain how we provide support to help your child to feel included and a valued member of the school community - confident in school and the wider world*

Signed \_\_\_\_\_

Monica Pell, Chair of Governors

## 1. About this report

SEND Code of Practice 6.81

**This SEN information report explains how we meet our duties towards children with special educational needs and disabilities (SEND) and support them to feel safe and valued.**

The governing body must publish information on the school's website about the implementation of this policy for pupils with SEND. The information should be updated annually and any changes during the year should be included as soon as possible.

We follow statutory guidance which details the legal requirements we must follow without exception and statutory guidance that we must follow by law unless there's a good reason not to. *Special Educational Needs and Disability Regulations 2014, Part 3 of the Children and Families Act 2014 and the SEND code of practice 0 to 25 years (June 2014/updates May 2016)* from Department of Education and Department of Health.

This SEN information report is on our school website [www.punnettstown.e-sussex.sch.uk](http://www.punnettstown.e-sussex.sch.uk) and on the Local Authority (LA) website [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)

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

SEND Code of Practice 6.79 Bullet 5

School office: 01435 830361

[office@punnettstown.esussex.sch.uk](mailto:office@punnettstown.esussex.sch.uk)

Class Teacher in school hours: 01435 830335

Inclusion Manager/ Special Educational Needs and Disabilities Coordinator (SENDCo)

Susan Conaway [senco@broadoak.e-sussex.sch.uk](mailto:senco@broadoak.e-sussex.sch.uk)

Head of School: Inez Morse 01435 830335

[imorse@punnettstown.e-sussex.sch.uk](mailto:imorse@punnettstown.e-sussex.sch.uk)

Woodlands Federation Executive Head: Inez Morse – 01435 862951/830335/830361

[imorse@punnettstown.e-sussex.sch.uk](mailto:imorse@punnettstown.e-sussex.sch.uk)

Federation Chair of Governors: Monic Pell

ISEND, planning and assessment team at East Sussex County Council: 01273 335098

The Local Offer with information about education, health and care services is published by East Sussex County Council as part of the SEND reforms under the Children and Families Bill.

Contact [localoffer@eastsussex.gov.uk](mailto:localoffer@eastsussex.gov.uk) or look on ESCC web pages: [eastsussex.gov.uk/localoffer](http://eastsussex.gov.uk/localoffer)  
[czone.eastsussex.gov.uk/localoffer](http://czone.eastsussex.gov.uk/localoffer)

The East Sussex SEN and Disability Advice Service provided by Amaze SENDIASS: Special educational needs and disability, information, advice and support service for parents and carers of children and young people aged 0-25, and young people themselves [eastsussex@amazebrighton.org.uk](mailto:eastsussex@amazebrighton.org.uk)

**SEND Code of Practice 6.79 bullet 14** - arrangements for handling complaints from parents of children with SEND about provision made at the school.

School complaints policy and procedure see school website [www.broadoak.e-sussex.sch.uk](http://www.broadoak.e-sussex.sch.uk)

**If a child is not making expected progress from their starting point we will investigate and based on the evidence we gather we will take action to identify the need and make provision as soon as possible.**

To ensure all children achieve and make progress, teachers regularly meet with the SENDCo and the senior leadership team to discuss each child's progress using the school's tracking and assessments. When there are concerns about a child's progress, parents/carers are fully involved in any decision about a proposed programme of support for their child.

***A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.***

If you think your child may have special educational needs, please speak to the class teacher. The Inclusion Manager and the head of school are also available to work with you if you have questions or concerns.

The areas of special educational needs and/or disabilities we can provide fall within:

**Communication and Interaction** - including children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD)

**Cognition and learning** – including children with learning difficulties, including children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

**Social, emotional and mental health difficulties**- including children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

**Sensory and/or physical needs** – including children with visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and physical disability. Parents/carers are encouraged to be part of our cycle to help their child progress

**Arrangements reviewing progress will include opportunities to work with parents/carers 3 times annually.**

We will keep you informed of your child's learning needs and you will have the opportunity to be involved with planning the best way forward for your child through the assessment and review process

We aim to identify and respond to the additional needs for a child as early as possible. We have experienced staff, knowledgeable about how to recognise barriers to learning and progress.

In addition to scheduled pupil progress and provision meetings, teaching staff work with the SENDCo to devise interventions for children who are not making expected progress.

We use a range of assessments to inform our understanding of a child's abilities and needs; day to day observation and assessment and periodic assessments which summarise attainment and progress including:

- o Early Learning Goals
- o National curriculum descriptors year group expected standards
- o Learning milestones – steps towards Year group standards
- o Progress measured against the P-level descriptors
- o Standardised screening and assessment tools such as the phonics screening (nationally administered to all children in Year 1), Language Link (administered to all reception aged children), Speech Link
- o Observations of behaviour, emotional and social development;
- o Information in an existing Education, Health and Care Plan;
- o Specialist service assessments, such as speech & language:
- o Identified additional need from a previous school or Local Authority(LA)

It is from a secure understanding of the need that we plan outcomes for your child. We then plan the most appropriate provision to achieve those outcomes and review progress before further assessment. And so the cycle continues.

*Assess*

(where the child is)

*Plan*

(outcome/target)

*Do*

(provision and actions)

*Review*

(evaluation and impact)



**The class teacher will take responsibility for the progress and development of all children in their class as part of high quality teaching, including differentiated work, the first step in responding to a child's needs.**

The class has access to a teaching assistant who will be directed by the teacher.

**Your child will experience teaching and ways of learning that take account of strengths and learning needs**

Expectation for achievement for all

1. All children access high quality teaching in the classroom
2. All children get feedback on progress and will be involved in how they can improve  
**Your child will receive supportive feedback from staff and be involved in how they can improve**
3. Effective tracking and reporting additional needs to begin to address difficulties quickly
4. Evaluation of interventions and their success in increasing progress and raising achievement
5. Children are supported to reflect on their learning through for example; peer and self-assessment to encourage them to understand how they learn best
6. Pupil feedback is taken in to account when staff plan next steps in learning and provision to support progress

If your child needs more support we will consult with you about ways forward which could include:

- o Evidence from which to plan actions identified as appropriate by the class teacher and the SENDCo
- o Tracking to identify precisely level and rate of progress
- o Individual provision plan with current assessment , targets and the provision to achieve them
- o Additional needs plan with advice from a specialist service

**Provision plans following Assess, Do, Review cycle, are reviewed with parent/carer 3 times a year.**

For a child with highly complex needs and on the advice of specialist agencies, a school can request assessment for an Education Health and Care plan (EHC Plan). This is a statutory document through the local authority.

Those with responsibility for supporting your child include:

- o The class teacher
- o The Inclusion Manger/SENDCo is responsible for keeping you and everyone in the team supporting your child, up to date with planning, progress and key information
- o The Head of School, senior leaders and the Federation's Executive Headteacher meet regularly and discuss any child who needs additional support in order to make progress
- o The Governors are responsible for ensuring that SEND funding is making a positive impact to pupil achievement and pupil wellbeing

5. How will the curriculum be matched to my child's needs?

SEND Code of Practice Bullet 7 & 8

**The curriculum is adapted and designed to be ambitious and meet the needs of pupils with SEND , developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. To meet the needs of a child with additional needs, we will make reasonable adjustments in consultation with parents.**

All children at Punnetts Town will have access to a broad and balanced curriculum and we will make adaptations to the curriculum and the learning environment based on the needs of individuals and groups of children.

- o Teachers respond to how a child is learning and adaptations are made
- o Lessons are planned and adjusted as they unfold to enable all children to make progress
- o Known as *differentiation* – learning is made different to meet the needs of every child; teachers provide different teaching strategies, learning tasks and resources to meet learning needs
- o Assessment and tracking help staff to consider progress for each child and identify specific gaps
- o P u p i l self-assessment is taught and children are supported to evaluate their own learning
- o Pupil views are taken into account to inform a curriculum well matched to individual need
- o To support access to the curriculum children will learn in different ways and provision will be personalised
- o Targeted interventions like precision teaching will address gaps in learning
- o Targeted intervention for example, nurture and social skills will help with emotional learning
- o Specialist information from for example, the EP Service (local authority) or speech & language(NHS)will be part of provision in school and monitored and updated as all provision

6. How will I know how my child is doing?  
How will you help me to support my child's learning?

SEND Code of Practice 6.79 Bullet 3 & 5  
Arrangements for consulting parents/carers

**We welcome communication with each parent/carer to learn more about their child**

We operate open door policy and meetings can be arranged before and after school.

We have review meetings with family 3 x annually as minimum.

We run curriculum sessions for parents to learn more about how children learn

- o Parents consultation meetings and written reports which can be discussed
- o Opportunities for parents/carers who have questions or concerns to meet with staff
- o Reviews of additional needs plans 3 times annually with parent/carer
- o Support for families who need to meet with outside agencies

You can support your child's learning and progress through:

- o Communicating and letting staff know about any significant changes for your child
- o Joining us for curriculum sessions and information meetings
- o Supporting your child with homework and showing an interest in life at school
- o Supporting your child to be organised and independent and to become involved in school life
- o Feeding back to school the impact of support on your child's wellbeing and progress
- o Being part of review processes and meetings and having your say
- o Working with staff to create and review plans focused on positive outcomes for your child

7. What support is there for my child's overall wellbeing?

SEND Code of Practice 6.79 Bullet 12

**We want children to be themselves and to take personal responsibility in order to develop self-confidence and independence. We provide high quality pastoral support and help children to be confident, resilient and independent and to develop strength of character.**

Your child's wellbeing and self-esteem is essential to their interaction, learning and progress. We aim to take account of the life experiences of each child in order to support emotional needs appropriately through the PSHE curriculum and nurture interventions. We support children to have growing self- awareness, to be able to regulate emotions and to feel included and a valued member of the school community and the wider community.

Children’s social and emotional wellbeing is supported through:

- o Respect for the rights of the child
- o Curriculum rich in personal, social and health education, sex and relationships education
- o Behaviour and anti-bullying policy based on high expectations of positive behaviour, rewards & sanctions
- o Celebration of achievements, both academic and social
- o Cascading information to those who need to know in order to best support your child
- o East Sussex guidance on safeguarding procedures, attending regular training and updating safeguarding policies
- o Robust medicines policy and well qualified first aiders
- o Encouraging responsibility and developing self-esteem through the school council and system of school buddies/play leaders supporting younger children
- o ‘Watch File’ on CPOMs to share information quickly amongst staff about specific children e.g. medical needs or friendship issues
- o Support through nurture groups, social skills, self-esteem building and friendship groups
- o Adopting a whole school approach to emotional wellbeing through specifically building the resilience and wellbeing of our more vulnerable learners
- o Support from the school nurse service including specialist training and outside services as required

Supporting children with medical conditions is a statutory duty and we follow a policy detailing responsibilities and expectations.

- o Reasonable steps to prevent undue anxiety and minimise stress for children with medical conditions
- o We have staff trained to administer medicines
- o The Inclusion Manger/SENDCo will oversee and coordinate provision and training required
- o Staff work with health professionals to support children with chronic medical conditions

8. How are children involved in reviewing their progress and planning support they need?

SEND Code of Practice 6.7 Bullet 4 & 5

Staff working with your child will facilitate your child’s communication and support self-assessment - how child perceives their progress and what they need to improve.

	Who is involved?	How often?
<i>Self -assessment</i>	Child, class teacher, TA, INA	Daily
<i>Circle time</i>	Child, class teacher, TA, INA	Weekly
<i>School Council</i>	Child and Head of School	Every term
<i>Pupil Voice</i>	Child, class teacher, TA, INA, also SENDCo and subject leaders and SEND governor	At least once a year
<i>SEND support review meetings</i>	Child, class teacher, TA, INA,	3 x annually

9. What outside expertise is available to Punnetts Town?

SEND Code of Practice 6.79 Bullet 9 & 13

**We have a responsibility to source support to meet a child’s needs.**

Services we can currently access include :

- o Inclusion Special Educational Needs & Disability (ISEND)
- o Education Psychology Service (EP Service)
- o Sensory Needs Service
- o School Nurse Service
- o Child and Adolescent Mental Health Service (CAMHS) in partnership with Single Point of Advice (SPOA)

- o S P O A
- o Early Years Teaching and Support Service (EYTSS)
- o Children’s Integrated Services - Speech and Language Therapy Service, Occupational Therapy, Physio Communication, Learning and Autism Support Service (CLASS)
- o Children’s Outreach and Parents Extended Support (COPEs )
- o Education Support, Behaviour & Attendance (ESBAS)
- o English as an Additional Language Service (EALS)
- o Virtual School - support for Looked After Children
- o East Sussex Young Carers

**10. Skills and training staff supporting children with SEND? SEND Code of Practice Bullet 9**

**Through staff appraisal, we review skills staff and relevant professional development or training**

We expect teaching and provision to help learners to remember in the long term. Teachers and teaching assistants benefit from observing and learning from other professionals at Punnetts Town and across the Federation and where there is particular need for a child, staff training is accessed as promptly as possible, including the involvement from outside agencies as appropriate

Currently we have teachers and teaching assistants with knowledge in:

- o Speech and language
- o Dyslexia
- o Autistic Spectrum Condition
- o Emotional needs
- o Mindfulness
- o Social skills
- o Sensory needs
- o Motor skills
- o Communicate in Print – visuals to improve access to information
- o Social stories – personalised information to support need
- o Precision teaching
- o Attachment

**11. How will my child be included in learning experiences beyond the classroom? SEND Code of Practice 6.79 Bullet 11**

**Through careful planning and reasonable adjustments pupils with SEND engage in the activities of the school together with their peers who do not have SEND and are encouraged to participate fully in the life of the school and in the wider community.**

For learning outside and school trips the needs of all children will be taken into account when planning the destination of trips and transport. You will be consulted on your views about a trip and we will work with outside agencies if necessary, for example health.

Risk assessments are completed by the school, including for residential trips and reasonable adjustments are made as required. This will be discussed with you and all medical advice will be taken into account.

A suitable number of adults are available to accompany the children, with 1:1 support if necessary and parents/carers are invited to accompany their child on a school trip if this is in the best interest of the child, but there is no obligation for a parent/carer to attend.

After school clubs are available to all children. Vulnerable children are given priority and reasonable adjustments will be made to support access and participation.

The school will plan strategically to enable and support pupils with additional needs to access enrichment experiences, for example residential trip.

**We aim to create an environment that focuses on pupils. We are vigilant and ensure children with additional needs are treated fairly and that correct facilities are provided and reasonable adjustments made**

Punnetts Town has an accessibility plan which is regularly updated and can be viewed on the school's website.

Individual accessibility plans are written when needed and we can make reasonable adjustments to the school environment to ensure that it is accessible for all.

The school site is fully wheelchair accessible.

We have disabled toilets with changing and a shower suitable for wheelchair users.

Visual timetables are used in all classrooms.

We use dyslexia friendly strategies in all the classrooms and we make every effort to ensure that the learning environment is fully accessible and inclusive for all learners

We can assist and support families for whom English is an additional language. We can support at meetings and with completing forms. We can also access the TEALS service to support children and families and we can subscribe to a translation service so that letters to be sent home are in other languages.

**We pride ourselves on our transition work and our relationships with pre-schools, other primary schools and secondary schools our children transfer to and we make positive links to ensure a smooth transition for children joining us or moving from us to another school mid-term**

Pre-school children

- o We liaise with our feeder pre-school throughout the year, running up to transition
- o We visit all pre-schools to see children in a familiar environment and liaise with staff
- o We offer taster sessions/visits for a Teddy Bear's Picnic and lunch and play
- o We offer home/school meetings with the class teacher
- o We share a transition book all about "our school" with the children
- o We offer support for transition sessions with our Year 6 buddies who continue to support the reception children in their first year at Punnetts Town
- o We operate staggered entry to the Foundation Stage to help us to get to know the children individually and to help them gradually adjust and not feel too overwhelmed by the change

Secondary transition

- o All Year 6 children are invited to attend taster days at local secondary schools
- o Staff will support visits to any school a family chooses for their child
- o Staff from Heathfield Community College, the school that most transfer to, visit the Year 6 children at Punnetts Town
- o We will liaise with staff from any school a family chooses for their child
- o The SENDCo from Punnetts Town liaises with the SENDCo from the secondary school/new school
- o Head of year meetings with class teachers to discuss the needs of all children joining
- o Ongoing organised contact with Year 6 teacher during Year 7 to support transition

#### Children joining/leaving the school with additional needs

- o The SENDCo will liaise with the school in order to support a child transferring
- o We ensure we gather all the information we need from your child's previous school and pass on all the information the new school will need when your child is leaving us
- o Staff from the new school are invited to attend any reviews we hold before your child transfers and. If possible, our staff will attend the final review for a child with identified needs transferring to Punnetts Town from another school.
- o If your child has an Education Health Care Plan, the Inclusion Manger/SENDCo from the secondary school will be invited to the annual review prior to your child leaving Punnetts Town
- o We run extra transition sessions for vulnerable children either entering or leaving the school and formulate a transition programme to meet the needs of the individual child

#### 14. How are resources allocated to meet pupils' SEND?

#### SEND Code of Practice Bullet 1

**Resources at Punnetts Town are allocated based on the needs of all children, the additional needs of specific groups and the needs of individual children. Resources are allocated to meet pupil need.**

When matching resources for children with special needs, we start from where the child is, make decisions with the family about where the child needs to be and allocate the resources to get the child there.

We follow the county SEND matrix which describes the need and provision to support the level of need.

Our school budget is received from East Sussex County Council and includes a notional budget of £6,000 per child based on indicators of attainment and deprivation. This funding is not based on the number of pupils on the SEND register.

There is "top up" funding for children with a higher level of need following an assessment process through an Education Health and Care Plan. This funding is rarely allocated.

The SEND budget is managed by the executive headteacher, the senior leadership team and is overseen by the SEND Governor. The governing body is kept informed of funding decisions.

15. How does the school measure how well it teaches and supports children with SEND and their attainment and progress?

SEND Code of Practice 6.79 Bullet 10

**We regularly review the quality of provision, teaching and specific interventions. Our evaluations are always based on pupil outcomes and positive impact on achievement.**

**To ensure we have sufficiently high expectations of all pupils we compare the attainment and achievement of our pupils with additional needs (SEND) with all other pupils. We compare our end of key stage data for different groups, including SEND, with similar schools and nationally. This information supports our self-evaluation and strategic planning to raise achievement.**

**Attainment** is based on age related expectations; an age related standard.

**Achievement** describes the progress made from a pupil's starting point.

We use **learning milestones** (learning statements) to measure progress towards age related standards. These milestones are a tool along with other forms of assessment, to help us evaluate progress and to make judgments on the effectiveness of the provision made for pupils with SEND.

Attainment and progress is summarized 3 x annually on milestones and will be reported to parents at review meetings.

We celebrate a child's effort and value progress and achievement in all areas of learning, including personal development, behaviours and attitudes.

16. Type and amount of support my child will receive?

SEND Code of Practice

**If we agree to offer a place to a child, we are confident we can meet the needs of that child**

What and how much support a child needs is based on assessment and discussions with parent/carer and child. Each child is assessed individually and provision is put in place to meet individual need.

Individual ( e.g. precision teaching) or group provision(Worry Buster) is based on the method of learning in order for the child to achieve the expected outcome.

17. How are parents involved at Punnetts Town?

SEND Code of Practice

**Your involvement in how we educate and support your child is valued and will make a difference and we encourage you to have your say in supporting your child to make progress**

You will be invited into school regularly and we aim to respond quickly to questions and requests.

Our school actively seeks the involvement of parents and you can help us in many ways including:

- o Keeping us informed of your views and your skills that could benefit the children
- o Providing transport for off-site learning and taking part in leading a small group
- o In class helping with reading, crafts, and supervising swimming
- o Supporting our special events throughout the year

All volunteers working with children follow the local authority's rigorous safeguarding procedures.

## 18. Policies

**This report takes account of policies which describe our regulatory responsibilities including:**

Accessibility Plan/Statement  
Admissions Arrangements  
Safeguarding and Child Protection policy and procedures  
Complaints procedures  
Early Years Foundation Stage  
Equality Information  
Data Protection  
Health & Safety  
Home-school agreement document  
Behaviour  
Sex & Relationships Education  
Supporting Children with Medical Conditions  
Pupil Premium Strategy  
Complaints Policy & Procedure

All the policies listed above can be found on the school website <http://Punnetts Town.e-sussex.sch.uk>

Government guidance about SEN can be found on the DfE Website  
[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

Local Authority: [eastsussex.gov.uk](http://eastsussex.gov.uk)

To comment on the content of this document please email: [office@broadoak.e-sussex.sch.uk](mailto:office@broadoak.e-sussex.sch.uk)