



Lower Site: Gales Place,
Three Bridges, Crawley,
West Sussex RH10 1QG
01293 524076 (Option 2)

Upper Site: Gales Drive,
Three Bridges, Crawley,
West Sussex RH10 1PD
01293 524076 (Option 3)

Headteacher: Mrs Trudy Emberson

Learn Enjoy Achieve Respect Nurture Engage & Resilience

SEN Information Report

November 2018

Inclusion Manager: Shiraz Showk

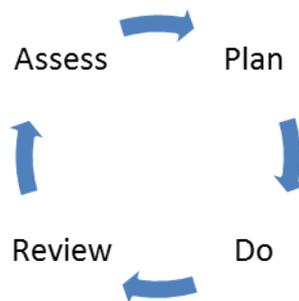
SEN/D Governor:

Local Offer Contribution: <https://westsussex.local-offer.org/services/53-three-bridges-primary-school-independent-list-41>

Provision: Whole School Approach

Quality first teaching and additional interventions are defined through our ongoing dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Fundamental Principles of our Special Educational Needs Policy/Local Offer

1. A child with special educational needs should have their needs met.
2. The views of the child are sought and taken into account when identifying their needs, as well as when assessing and monitoring targets set.
3. The vital role of co-production between parents and school staff to ensure that their child's education is acknowledged, and their knowledge views and experience are used, continuing the home/school partnership.
4. Children with special educational needs will be offered a broad, balanced and relevant curriculum, including the foundation stage and national curriculum, wherever possible.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support. The following list includes examples of support and is not exclusive.

1. Communication and interaction

Examples of Support: School Start, Lego Therapy, Narrative Therapy, Circle of Friends, specific SALT support/targets.

2. Cognition and learning

Examples of Support: Daily Readers, RWI Intervention, Wesford Dyslexia Intervention Programme, Big Maths, On Track Maths, Direct Phonics, School Start, Memory Magic.

3. Social, emotional and mental health

Examples of Support: Learning Mentor/ Pastoral Support, Lego Therapy, Circle of Friends, Forest School and Cooking/ Creative nurture workshops and Attention Autism.

4. Sensory and/or physical needs

Examples of Support: Jump Ahead, specialist equipment/support, Sensory Circuits.

Much of the school is accessible to children with physical disability and our Lower Site is single storey. Where need arises reasonable adjustments will be made.

- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- All staff working in an area of specialised provision are highly trained in these areas and have their training needs regularly updated.
- We seek advice from a range of outside professionals to ensure that we can make reasonable adjustments (this may include the provision of specialist equipment) to enable children to access our school and to ensure that children with a disability are not treated less favourably.

As of September 2018, we have 69 children or young people receiving some form of SEN Support.

Evaluating the effectiveness of provision

We have internal processes for monitoring quality of provision and assessment of need (*see page 5*)

- Your child's progress is continually monitored by his / her class teacher.
- His / her progress is reviewed as part of an ongoing process of assessment. This will include areas such as attendance, engagement in learning and behaviour.
- Parents, pupils and teachers meet three times a year for Termly Learning Conferences. Reports will be shared with all parents throughout the year and all children on the SEND register will have termly ILP meetings to discuss their child's needs and provision with class teachers and where appropriate SSC teachers and Inclusion Manager.
- If your child is not yet able to access the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' or the 'Seven aspects of engagement'. At the end of each key stage, all children (who are working within the standard of the test) are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- All children in the school are set clear and measurable targets in literacy and numeracy. Only children who have needs in addition to these targets will be involved in writing an Individual Learning Plan (replacing IEP's) which will outline

additional learning differences and strategies of support. If your child has an Individual Learning Plan, you will be asked for your views on this and given further advice on how you can support your child. All Parents/Carers will be informed of any extra support that your child is receiving.

- The progress of children with a statement of SEN/ Education and Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child’s education.
- The Inclusion Manager will also check that your child is making good progress as part of pupil progress meetings with class teachers and by monitoring any group intervention work that they take part in each term.
- A range of ways will be used to keep you informed, which may include :
 - Home / school contact book
 - Letters / certificates sent home
 - Additional meetings as required
 - Annual reviews
 - Interim and End of Year Reports

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who’s involved	Frequency
Termly Learning Conferences	Class Teachers, Parents, Children	Termly
Mid-Year Report	Class Teachers, Parents, Children	Annually
End of Year Report	Class Teachers, Parents, Children	Annually
Annual Review	Inclusion Manager, Parents, Class Teacher/ SSC Teacher	Annually
ILP Review	Class Teacher, Parents, Children	Termly and ongoing

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Manager (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- ILP's will be reviewed with your involvement.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We will be happy to discuss any necessary adaptations for your child.
- The ILP can include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing an assessment towards an EHCP, you may also be supported by the Local Authority Parent Partnership Service. They will ensure that you will fully understand the process.

Staff development

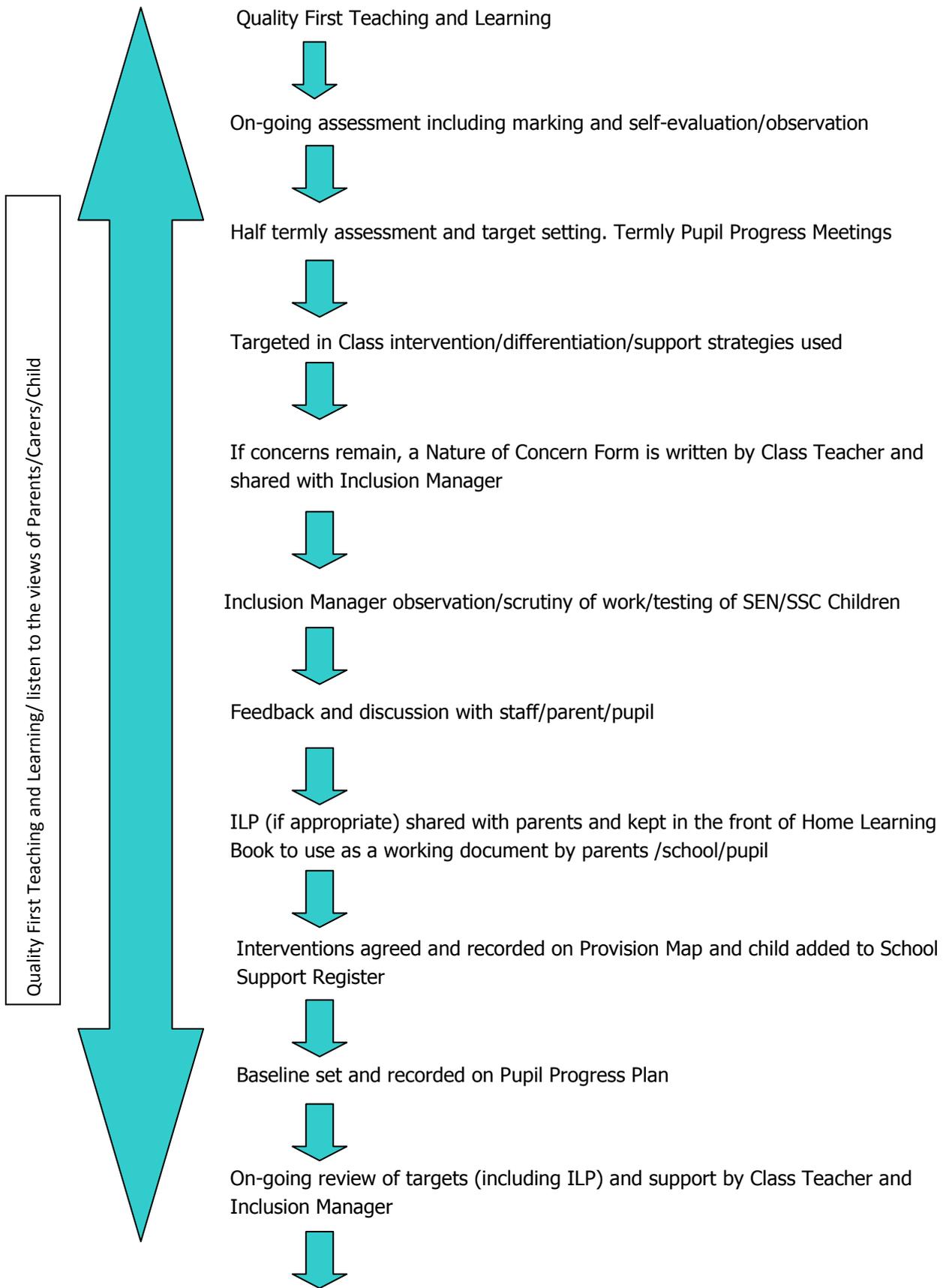
We are committed to developing the ongoing expertise of our staff. We have the following current expertise in our school:

Our Inclusion Team is made up of Specialised SSC Teachers, The Learning Support Team, our Social, Emotional and Mental Health (SEMH) Team and our EAL support Team.

Areas of expertise:
Lego Therapy, Forest Schools
Numeracy Interventions; On Track Maths, Catch Up Numeracy
Literacy Interventions; Narrative Therapy, Active Listening for Active Learning, Wesford 1 & 2
Learning Mentor/ Circle of Friends/ 1:1 support and Bereavement support
Reading Readiness
Phonics Teaching RWI
Sensory processing/Jump Ahead/ Sensory Circuits
Attention Autism
Specialist Support Teacher SALT
Language Support

This year our school staff have/ will receive Calm Children and Attachment training, Emotionally Based School Avoidance training, Autism training, Safe Schools and Looked After Children training and Team Teach De-Escalation training. We are also part of the Anna Freud Centre for Children and Families national Education for Wellbeing Project which has provided training for Mental Health Interventions to be trialled with our students during the academic year.

Identification and Assessment of SEN: How does the school know if my child needs extra help?



Continue/ Repeat Process if necessary or remove child from School Support Register.
Further outside advice may be accessed if needed.

Staff deployment and support

- We allocate support to pupils based on their specific needs, whether social, emotional or medical and the professional judgement of the staff working with them. Support may be directed by provisions written in a statement of SEN / Education and Health Care Plan, however the level of support for students without this will be decided on by discussions held between the Inclusion Manager, relevant teachers, parents/ carers and the pupil themselves.
- It is vital that any support provided is appropriate to the needs of the pupil and gives them opportunities to learn independently and develop skills to enable them to cope outside of the school environment. The level of support given to a pupil will be reviewed regularly, taking into account the impact that the support is having in terms of the pupil's progress, both academic and social. Parents and the students themselves will be involved wherever possible in decisions relating to the support offered.
- Considerable thought, planning and preparation are put into utilising our support staff to ensure that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.
- The Inclusion Manager's job is to support the class teacher in planning for children with SEN.
- The school has a development plan, including identified training needs for all staff to improve the social and emotional well-being of all children and teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD or those with SEMH needs.
- Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attending training courses run by internal and external agencies that are relevant to the needs of specific children in their class e.g. from the ASC Social Communication Team, Team Teach (positive handling), Communication Interventions from SALT professionals etc. to support staff in implementing quality first teaching and individual learning plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Inclusion Manager.

Finance -How are the school's resources allocated and matched to children's needs?

- The school budget, received from West Sussex Local Authority, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the INCLUSION MANAGER discuss all the information they have about SEN in the school, including;
 - the children getting extra support already
 - the children needing extra support
 - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.

How does the school enable pupils with special educational needs to engage in all activities?

We aim to include all pupils in appropriate extra-curricular activities and the school will make reasonable adjustments to ensure that students with special educational needs are able to take part fully in activities and trips, as long as their health and safety can be assured. This may involve assigning extra staff, preparing students in advance or adapting activities. We will liaise with parents, external agencies and the pupil to agree the appropriate outcomes.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's Inclusion Manager and ensure s/he knows about any special arrangements or support that needs to be made for your child. The Inclusion Manager can arrange for you to meet the new Inclusion Manager to discuss individual needs and ensure appropriate provision is put in place.
 - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school :
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All ILP will be shared with the new teacher.
 - If your child would be helped by a transition book to support them understand moving on then it will be made for them.
- In Year 6
 - The Inclusion Manager will liaise with the new Inclusion Manager and Head of Year 7 with Year 6 teachers prior to transfer to discuss the specific needs of your child with the Inclusion Manager of their secondary school.
 - Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

Governing Body

The Governor responsible for SEND liaises directly with the Inclusion Manager. The Governing Body are fully involved in decisions regarding the admission and provision planning for pupils with SEND. A termly report is produced by the Inclusion Manager to update the Governors and the Inclusion Manager will be asked to attend Governors Meetings if a SEND item is to be discussed. The Inclusion Manager writes the SEN Information Report (SEN Policy), which is agreed by the Governors. This is also an opportunity for Governors to raise questions with the Inclusion Manager.

Complaints

Our complaints procedure can be found at;

<http://www.threebridgesprimaryschool.co.uk/page/?title=About+Us&pid=6>

Further development

1. Our strategic plans for developing and enhancing SEN provision in our school next year will be to, **Ensure equivalent chronological progress for SEN pupils in line with All pupil group from newly established Assessment Baselines. We will do this by ;**

- Observing and supporting inclusive teaching practice throughout the school
- Introduce/ provide support methods, materials and resources for the continued provision of first class inclusive teaching

Relevant school policies underpinning this SEN Information Report include:

SEN Local Offer

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governors: Approved by SEN/D Governor November 2018 and to be shared and approved by Teaching and Learning committee, November 2018.