



Special Educational Needs Information Report



Battle & Langton Church of England Primary School 2019/2020

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. For further information see our SEN policy on the school website. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer We will review this report every year and will involve pupils and parents. We will meet with a cross section of pupils and discuss aspects of the report. We will invite parents to meet with us or send in any comments.</p> <p>If you want to give us your views about the report, please contact the school office.</p> <p>Signed <u><i>Shirley White</i></u>Chair of Governors</p> <p>Date <u>2 April 2020</u></p>	<p>SEND CoP 6.81</p>

2. Who do I contact?	
<p>If you are thinking of applying for a place at Battle and Langton CEP and your child has special educational needs contact the school office and request a meeting with the Assistant Head Teacher/Inclusion Manager/SENCO Julie Crocker.</p> <p>If your child is already at the school, you should talk to the child's class teacher School phone number 01424 775987.</p> <p>The School's Special Educational Needs Coordinator (SENCO) 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 also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>Assistant Head Teacher/Inclusion Manager/SENCO Mrs Julie Crocker</p> <p>Via the school office 01424 775987 senco@battlelangton.e-sussex.sch.uk</p>	<p>SEND CoP 6.79 bullet 5</p>
3. Which children does the school provide for?	
<p>We are a Maintained Primary School and admit pupils from age 4 to 11.</p> <p>We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a Education Health and Care Plan (EHCP), contact Assessment and Planning at East Sussex County Council (asking for your named officer if you have one). If you want 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.</p> <ul style="list-style-type: none"> • For information on admissions consult the school website https://www.battlelangtonprimaryschool.co.uk/admissions • Or East Sussex CC https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/ 	<p>SEND CoP 6.79</p>

disabilities or medical conditions which affect a child's learning.

New Pupils

- Reception teachers visit children in their pre-school settings.
- Meet with the children's early years practitioners to gather information.
- Receive information about the children's levels of attainment.
- Any child that has been identified as having special educational needs and/ or a disability, should already be known to the Local Authority Early Years SEN team and they will notify and meet with the school to discuss the needs of the child.
- The Inclusion Manager/SENCO and the Reception teacher will meet with parents/carers of children who have an identified special need to discuss transition and to ensure that the child's needs are able to be met at Battle and Langton CEP. Plans can then be made for any resources or equipment that may be needed.
- If a child is moving to Battle and Langton CEP from another school, with a Statutory Assessment/Education Health and Care Plan (EHCP), or an identified special educational need, the Inclusion Manager/SENCO will meet with the parents/carers and work with the previous school and then pass information onto the new class teacher.

Current Pupils

- We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's academic progress. See the School's Teaching Learning and Assessment Policy. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs
- Academic assessment information is discussed in pupil progress meetings attended by the Head Teacher or Phase Leader, Inclusion Manager/SENCO and class teacher. This is also the time when any SEN concerns about a child can be discussed.
- This information is used to identify any children that may have specific difficulties and the SENCO will then suggest further assessments and possibly involve outside services in the assessment process.
- We also assess pupils who shown signs of an emotional delay or interruption using either the Thrive Approach assessment tool or the Nurture Boxall Profile. Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs
www.thriveapproach.co.uk
<https://www.nurtureuk.org>
- Teachers can also complete Cause for Concern forms on the system to record any urgent concerns about individual children or the escalation of a concern that cannot wait for the next pupil

<p>progress meeting. This form records a meeting with parents and the form and is sent straight to the Inclusion Manager.</p> <ul style="list-style-type: none"> • Teachers will meet with parents to discuss any SEN needs and then refer to the SENCO if needed. • The SENCO will meet with parents/children to discuss/explore any SEN concerns they may have. 	
<p>6. How does the school teach and support children with SEN?</p>	
<p>The aim at Battle and Langton Church of England School is for all children to receive high quality teaching from their class teacher. The class teacher will take overall responsibility for the daily provision for your child with SEN according to SEND Code 6.19.</p> <p>Additional adult support for classes, such as learning support assistants and additional resources including laptops and supportive software may be allocated to a year group to meet SEN need.</p> <p>Children may also be withdrawn to receive additional support such as nurture and interventions.</p> <p>Parents are kept informed when their child receives extra support.</p> <p>Children with complex needs may spend time in our Learning Support Pod if they are struggling to cope with the demands of a mainstream classroom.</p> <p>The Learning Support Pod is a self-funded classroom established in September 2014 to support a small number of children with highly complex learning needs. In this room pupils are taught part of the time by a qualified teacher, and supported by a high ratio of Learning Support Assistants. All pupils in the Pod are attached to a year group class which they join regularly with adult support when needed. Other children join the Pod regularly or when the needs arise, for lessons or for time to work away from their normal classroom to support their learning</p> <p>Teachers and support staff are monitored to ensure children are receiving high quality teaching. The school undertakes annual performance management of staff.</p>	<p>SEND CoP 6.79 bullet 7</p>
<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>At Battle and Langton CEP high quality teaching, adjusted planning, scaffolding (or tailoring support) and resources to suit individual pupils is the first step to meeting the needs of children who may have special needs.</p> <p>Booster groups and interventions may be used for small groups and individual children. The impact of these will be measured and provision</p>	<p>SEND CoP 6.79 bullet 8</p>

<p>will be adjusted accordingly.</p> <p>Children with the most complex needs may need an individualised curriculum/timetable or may spend time in the Learning Support Pod.</p> <p>Please also refer to the school's Teaching Learning and Assessment Policy which is available on request.</p>	
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>At Battle and Langton CEP Parents of children with SEN will attend the same parent teacher consultation three times a year as all pupils at Battle and Langton CEP. However they will be offered additional time or meetings if needed.</p> <p>All pupils at SEN support level and above will have an IEP that is reviewed three times a year and parents will be asked to contribute to these at the above meetings. This will follow the cycle assess, plan, do, review.</p> <p>Pupils with EHCPs will also have an Annual Review which will be part of one of the three IEP reviews. Support is planned in order to help children and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes. Outside agencies working with the pupil will be invited to attend these meetings.</p> <p>Parents will also receive an end of year report for their child and at this time an appointment can be made to discuss any concerns.</p> <p>Additional Needs plans will be used to record meetings and plan outcomes and provision for children with the most complex needs. This will provide the basis for an application for an EHC Plan if we, and any outside services involved, believe it appropriate. Parents will be informed about the process.</p> <p>Home school communication books may be used for children to provide a communication link between home and school.</p> <p>Parents may also request a meeting with the Inclusion Manager via the school office.</p>	<p>SEND CoP 6.79 bullet 3</p> <p>SEND CoP 6.79 bullet 5</p>
<p>9. How are children involved in reviewing their progress and planning support?</p>	
<p>At Battle and Langton CEP we are committed to involving children in their learning. There are various opportunities for talking to children about their learning :</p>	<p>SEND CoP 6.79 bullet 4 and 6.79 bullet 5</p>

<p>Self assessment</p> <p>Class Circle times</p> <p>School Council</p> <p>Pupil Voice</p> <p>SEN support review meetings</p> <p>Annual reviews (EHC plans only)</p>	<p>Who's involved?</p> <p>Pupil, class teacher</p> <p>Pupil, class teacher</p> <p>Class, class teacher</p> <p>Pupil, SENCO, class teacher/ form tutor</p> <p>Pupil, parents, class teacher/form tutor supported by SENCO</p> <p>Pupil, parents, SENCO, class teacher/ form tutor, support services, local authority.</p>	<p>How often?</p> <p>Daily</p> <p>Weekly</p> <p>As part of each review</p> <p>At least three times a year</p> <p>Once a year</p>	
<p>10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?</p>			
<p>At Battle and Langton CEP we understand the importance of smooth transitions for all our children as they move into new classes or onto new settings, and we are sensitive to the needs of individual children. When moving onto secondary school, transition meetings are held with all the new schools and parents and if necessary, any outside services that are involved.</p> <p>When moving to new classes children are given the chance to visit their new class and teacher, supported by a familiar adult. Social stories are used to support children in their understanding of the process of change. Children with EHC Plans have a pupil passport to support them in the transition.</p>			<p>SEND CoP 6.79 bullet 6</p>
<p>11. What training do school staff have?</p>			
<p>The Inclusion Manager/SENCO has a national SEN qualification and trained as a Licenced Thrive practitioner. She is also a Lead SENCO for the area Education Improvement Partnership.</p> <p>There are also two teaching assistants that have a certificate in Professional Education Studies in Supporting Children with Dyslexia.</p> <p>All staff members have received ASC (Autistic Spectrum condition).</p> <p>Five additional members of staff are trained as Licensed Thrive Practitioners.</p> <p>One teaching assistant has a Level 4 speech and language qualification.</p> <p>Six members of staff have Makaton training</p>			<p>SEND CoP 6.79 bullet 9</p>

<p>Three staff members have completed the accredited Nurture training.</p> <p>There is a rolling programme of continued professional development based on the identification of specific needs in school, and this is reviewed annually and identified as part of the school development plan. 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.</p>	
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>At Battle and Langton CEP we regularly and carefully review, the quality of teaching for all pupils to make sure no one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. The main assessment tool we use to measure academic progress is Star assessment- for further information see The Teaching and Learning Policy.</p> <p>We complete a bi annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> <p>We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>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/</p> <p>"Disadvantaged pupils and those who are disabled or have special educational needs are making better progress and catching up with other pupils" Ofsted report December 2015</p>	<p>SEND CoP 6.79 bullet 10</p>

13. How accessible is the school and how does the school arrange equipment or facilities children need?	
<p>At Battle and Langton CEP the Reception classroom area is fully wheelchair accessible. A lift is installed ensuring that the rest of the school building is wheelchair accessible. There is also a care suite and three additional disabled toilets.</p> <p>Children who have English as a second language are offered support from EALS (English as an Additional Language Service).</p> <p>We aim for all classroom environments to be dyslexia friendly.</p> <p>The following school policies are available on request:</p> <p>Supporting Pupils with Medical Conditions Policy Equality Policy</p>	<p>Section 69 Children and Families Act 2014</p>
14. How are children included in activities with other children, including school trips?	
<p>At Battle and Langton CEP every effort is made to support children in activities outside the classroom and on school trips and residential trips. The relevant risk assessments are carried out and the necessary support is put in place for all children. Reasonable adjustments will be made to meet children's needs.</p> <p>All classes use our grounds and outside classrooms and all children take part in these activities, and the necessary precautions are taken to cover the risks presented by the site.</p> <p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p>	<p>SEND CoP 6.79 bullet 11</p>
15. What support is there for children's overall well-being and their	

emotional, mental and social development?	
<p>At Battle and Langton CEP we offer assessment for children who are showing signs of an emotional delay or interruption using the Thrive Approach assessment tool. We are then able to work with children in small groups or 1:1, to support any identified emotional interruptions. Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs</p> <p>www.thriveapproach.co.uk</p> <p>The core principles of Nurture are also incorporated throughout the school and the Nurture Boxall profile used for assessment in some pupils.</p> <p>https://www.nurtureuk.org</p> <p>At present we also offer small group support for emotional development/social communication. Children that may need extra help at lunchtimes are supported by a Lunchtime Club using nurture strategies.</p> <p>A referral can be made to the School Nursing Team who may be able to offer support to parents in areas of parenting, diet, behaviour, health and wellbeing.</p> <p>Risk assessments and/or personal education plans are used where necessary to support children.</p> <p>We use Pupil Voice to enable children to communicate their thoughts and wishes.</p> <p>You may also like to look at the Behaviour Policy, The Health and Safety Policy, Safeguarding and Supporting pupils with medical conditions.</p> <p>We may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services.</p> <p>The following policies are available on the school website: Behaviour Management Policy Child Protection and Safeguarding Policy Supporting Pupils with Medical Needs Policy - is available on request.</p>	<p>SEND CoP 6.79 bullet 12</p>
<p>16. What specialist services does the school use to support children</p>	

<p>and their families?</p>	
<p>As part of the cycle of SEN support (assesses, 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.</p> <p>We work very closely with a number of outside services, such as:</p> <ul style="list-style-type: none"> • Children's services • The Combined Integrated Therapy Services- which includes speech and language therapists, occupational therapists, and physiotherapists. • The Child Development Clinic at the Conquest Hospital • London Hospitals that may be working with a named child. • The Educational Psychology Service • CLASS- Communication Learning Autism Support Service • School Nursing Service • ESBAS- Education Support Behaviour and Attendance Service • CAMHS- Child Adolescent Mental Health Service • Service for Children with Sensory Needs - visual and hearing support • Virtual School – for children who are looked after by the Local Authority • EALS - English as an Additional Language Service • Gypsy, Roma and Traveller Provision (GRT) • Dragonflies – Bereavement Service <p>Please refer to East Sussex Local Offer for further information.</p> <p>• https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/</p> <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/</p>	<p>SEND CoP 6.79 bullet 13</p>
<p>17.Where can I get information, advice and support?</p>	

<p>Assistant Head teacher/Inclusion Manager/SENCO senco@battlelangton.e-sussex.sch.uk</p> <p>The 'local offer' on the internet https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/</p> <p>SEND information, advice and support service</p> <p>Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.</p> <p>0345 60 80 192 informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>Inclusion manager/SENCO- Julie Crocker senco@battlelangton.e-sussex.sch.uk</p> <p>At Battle and Langton CEP we will always welcome and encourage early communication about any concerns you may have.</p> <p>This is an accurate record of SEND at Battle and Langton CEP as of January 2020. Governors and parents are consulted and invited to contribute to regular reviews of our SEND services. All information will be updated as soon as possible to reflect any new service offer.</p> <p>An invite for feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email senco@battlelangton.e-sussex.sch.uk</p> <p>The complaints procedure is also available on the school website.</p>	<p>SEND CoP 6.79 bullet 14</p>