

# Special Educational Needs & Disabilities (SEND) Information Report

## Harting C. of E. Primary School



### Our Motto

Loving to Learn, Learning to Love

*'Love others as self'*  
(Matthew 22:34-40)

### Our Vision

Guided by our Christian values we motivate and inspire our community's love of learning through fostering a curiosity of the world around them, developing resilient and enthusiastic lifelong learners. In our ever changing world we aim to equip everyone with skills to continue on their individual journeys of discovery, enabling all to flourish and live life in all its fullness.

*"I came that they might have life in all its fullness"*  
(John 10:10)

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Next review due by: 24<sup>th</sup> April 2025

## Contents

Contents .....	2
1. What types of SEND does the school provide for? .....	3
2. Which staff will support my child, and what training have they had? .....	3
3. What should I do if I think my child has SEND? .....	4
4. How will the school know if my child needs SEND support?.....	5
5. How will the school measure my child's progress? .....	5
6. How will I be involved in decisions made about my child's education?.....	6
7. How will my child be involved in decisions made about their education? .....	7
8. How will the school adapt its teaching for my child? .....	7
9. How will the school evaluate whether the support in place is helping my child? .....	7
10. How will the school resources be secured for my child? .....	8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?..	8
12. How will the school support my child's mental health and emotional and social development? .....	8
13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? .....	8
14. What support is in place for looked-after and previously looked-after children with SEND? .....	9
15. What should I do if I have a complaint about my child's SEND support? .....	9
16. What support is available for me and my family? .....	10
17. Glossary.....	10

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website [www.harting.w-sussex.sch.uk](http://www.harting.w-sussex.sch.uk)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the school provide for?

At Harting School, we value the abilities and achievements of all pupils and are committed to providing, for each individual, the best possible environment for learning. Our school provides for pupils with a wide range of needs, including (but not limited to) the following:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder
	Developmental trauma
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

### The Harting Context

At the time of writing, we currently have 19 children on our SEN register. 1 (5%) of these has an EHCP and 18 are in receipt of SEN School Support. The primary needs of the children on the SEN register are divided into the 4 areas of SEND: Cognition and Learning (8 children or 42%) Communication and Interaction (9 children or 47%) Social, Emotional and Mental Health (2 children or 11%) and Physical and Sensory (0 children).

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator (SENCO)

Our SENCO is Miss Tonkyn

Miss Tonkyn has worked at Harting C. of E. Primary for over 6 years and has held the position of SENCO here since September 2019. She is a qualified teacher and achieved the NASENCO (National Award in Special Educational Needs Co-ordination) in 2011.

Megan is allocated two days a week to manage SEND provision and also works as a class teacher with the reception children in Acorn Class for two additional days a week.

### Class teachers

All of our teachers receive regular in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. In addition to this, we have regular training and insets with other schools in the Rother Valley and as a school ensure we book regular training that is relevant to the needs of our children.

### Teaching assistants (TAs)

We have a team of dedicated and highly skilled TAs and lunchtime assistants. This includes one higher-level teaching assistants (HLTAs) and one Emotional Literacy Support Assistant (ELSA).

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Advisory teachers from the 'Autism & Social Communication' and 'Learning and Behaviour' teams

## 3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher. All teachers regularly assess the children through both formal and informal methods and will welcome your input. If it seems possible that the child has additional needs, the teacher will discuss these with

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND

our SENCO, Megan Tonkyn, who will be in touch to arrange a meeting.

Together we will decide what register. outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

## 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and assess daily to identify any pupils who aren't making expected progress in their schoolwork or socially across the academic year. This might include difficulties with attention or listening skills, progress in a specific area such as reading, writing or spelling or a child who is showing signs of being withdrawn or isolated from their peers.

If the teacher notices that a pupil is experiencing challenges in their learning, they will work to identify any barrier that they may be facing. During ongoing assessment for learning, if a gap in understanding or specific barrier to learning is identified, teachers will carefully consider which interventions or adaptations could be implemented within the class setting to enable the child to make at least expected progress. This approach forms part of our universal offer which outlines provision and adaptations that are available to every child at Harting. In addition to these, are the targeted interventions and adaptations which are for children who have SEND and whose needs have been identified as being additional to and different from the majority of pupils in the class. This document can be found on the school website. Staff will work closely with the child to fully understand their views and will make adjustments to the child's learning environment as necessary. Pupils who don't have SEND need usually make progress quickly once the gap in their learning has been filled.

With specific adaptations in place, if the pupil is still not making progress, the teacher will talk to the SENCO and will contact you to arrange a joint meeting to discuss any barriers that have been identified.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCO will ask for your opinion and speak to your child to capture their voice as well. They may also, where appropriate and with your consent, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will assess whether your child requires SEND support. You will be told the outcome of the decision in writing.

If your child does require SEND support arrangements, their name will be added to the school's SEND register, and the SENCO will work with you to create a bespoke individual support plan (ISP) for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

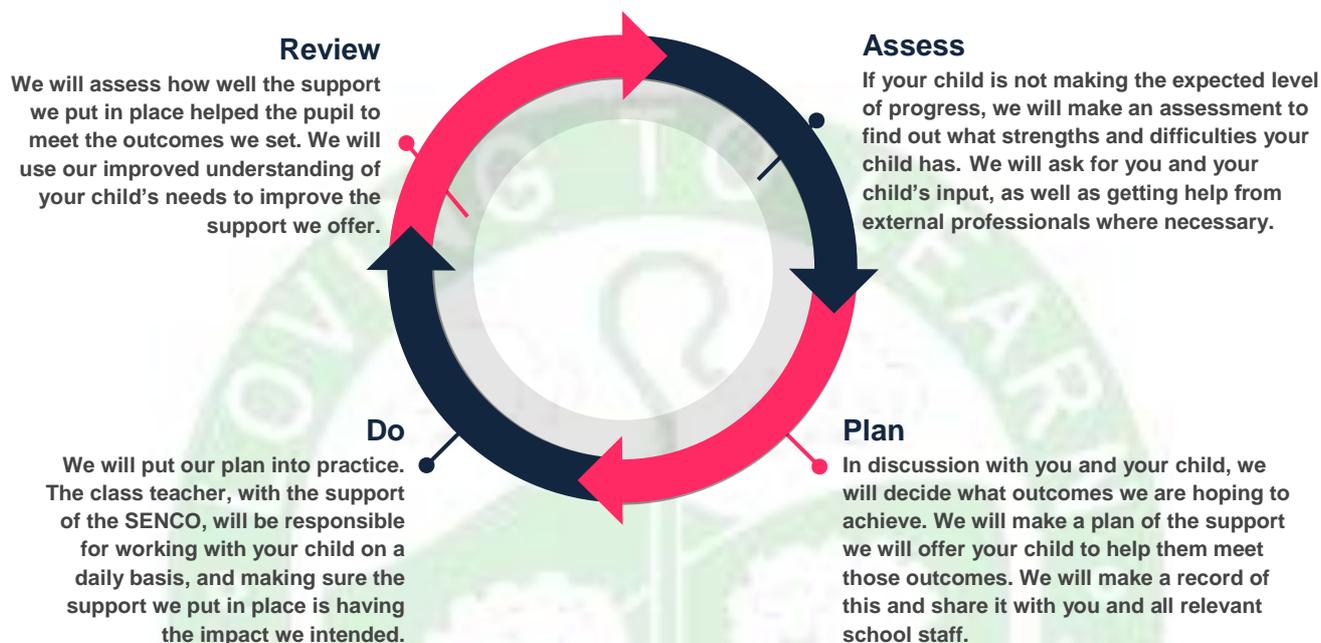
As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Below is an example of the APDR cycle that we follow:



## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › 1 –to -1 support or small group support for pupils who need it in order to make progress.

Examples of the types of adaptations that we may make can be found on Harting's Universal offer document. This document is mapped out using the 4 main area of SEND as defined in the Code of Practice 2015.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions each half term
- › Using pupil questionnaires
- › Termly ISP review meetings with the child, parents, teachers and SENCO.
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding an annual review (if they have an education, health and care (EHC) plan.

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, residential trip and visits.

All pupils are encouraged to take part

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included

## 12. How will the school support my child's mental health and emotional and social development?

We have a specially trained teaching as an Emotional Literacy Support Assistant (ELSA) and is supervised by the Educational Psychology team. She works closely with children with a range of social and emotional needs.

All children in Harting are nurtured and cherished whilst differences are recognised and celebrated – this is central to the Christian ethos of the school. Children are encouraged to become independent learners and take responsibility for their own behaviour in all aspects of school life. Older pupils are given opportunities to support young ones when they are at an early stage of school life through a buddy system.

The teaching staff are 'trauma-informed'. Most children are expected to behave well and those who find this difficult are supported by firm, fair and clear boundaries (with sensitivity to their underlying needs).

The school works hard to keep the children safe through assessing risks; developing children's ability to assess this for themselves; and providing a well maintained environment. Equally, the school takes safeguarding extremely seriously and the staff are regularly trained. All personnel and volunteers have a DBS check before working unsupervised with pupils. Children's views of school life are sought through class discussions and the school council meetings. Pupils are able to talk to teachers and the Head about concerns on a one to one basis just by asking.

## 13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Starting in reception:

Before your child is due to start at Harting, they will be invited to several events which they are encouraged to attend with you. These typically include story time, stay and play sessions and visits to play on the school field. We will give your child a booklet that has photos to help them to become familiar with our setting before

they start. Teachers will arrange a home visit before your child starts school so that you have plenty of chance to discuss any concerns that you may have.

## **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- When appropriate, we will provide social stories or photo booklets and/ or notes sent home in the holidays to support a child with transition to a new class.

## **Between schools**

If your child will be moving on from our school, we will work closely with the new setting to ensure that a thorough transition is in place to best support your child.

### **Moving to secondary school:**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

## **14. What support is in place for looked-after and previously looked-after children with SEND?**

Our designated teacher for looked after children is Mr Tidey. Mr Tidey will work closely with our SENCO, Miss Tonkyn, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

## **15. What should I do if I have a complaint about my child's SEND support?**

Complaints about SEND provision in our school should be made to the SENCO or head teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Sussex County Council's local offer. WSCC publishes information about the local offer on their website:

<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-and-advice/send-local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.local-offer.org/services/7-sendias-special-educational-needs-and-or-disabilities-information-advice-and-support-service>

Local charities that offer information and support to families of children with SEND are:

<https://westsussex.local-offer.org/services/248-reaching-families-a-parent-carer-led-charity>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Individual Support Plan** – A bespoke child focused plan which captures the voice of all agencies supporting the child as well as outlining specific targets and provision in place for children on the SEND register.
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

