



Special Educational Needs Information Report



Wivelsfield Primary School

Wivelsfield Primary School
South Road
Wivelsfield Green
Haywards Heath
East Sussex
RH17 7QN
01444 471393

Headteacher:	Helen Smith
Inclusion Manager:	Tracy Reilly
Chair of Governors:	Rob Milton
SEN Governor:	Karen Hornby

Designated teachers for looked after children: Tracy Reilly

Designated Safeguarding lead: Helen Smith

Deputy designated safeguarding lead: Amy Meade

Wivelsfield Primary School aspires to: become an outstanding school which enables all pupils to become

- independent, motivated and successful learners
- confident, happy and secure individuals
- responsible and respectful citizens

Principles:

At Wivelsfield School we are committed to giving all our children every opportunity to achieve the highest standards and to maximise their life chances. We will actively seek to remove barriers to learning and participation; fostering and nurturing a positive approach to meeting the diverse needs of

each individual. This policy helps ensure that this happens for children of every age, gender, ethnicity, attainment level and background

1. About this report

Why have this report?

We want parents/ carers and others interested in our school to know about our approach to supporting the needs of children with SEN and disability.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. There is information on the law and guidance we follow on the East Sussex website: www.eastsussex.gov.uk/localoffer.

Where will this report be published?

It will be shown on our school website and as part of the East Sussex 'local offer' on the above link.

Updating this report

We will keep this report up to date throughout the year. The Governors will review this report once a year, and will involve pupils and parents in that process. If you want to give us feedback about the report, please contact our administrator, Rachel Smith, in the school office.

Statutory school policies, available to view on our website, which may be referred to in this report include:

- Accessibility Plan
- Behaviour Policy
- Child Protection policy and procedures
- Early Years Foundation Stage policy
- Equality and Diversity Policy
- Supporting pupils with medical conditions policy

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

If your child already attends the school, your first point of contact is your child's class teacher, who will be happy to make an appointment to talk with you.

If your child is already at the school, you should talk to the child's class teacher.
School phone number 01444 471393

If you are thinking of applying for a place, contact the office administrator Rachel Smith 01444 471393 office@wivelsfield.e-sussex.sch.uk

The Inclusion Manager 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 and Statements. The Inclusion Manager also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

From September 2016, the Inclusion manager will be Tracy Reilly. She can be contacted on 01444 471393/ tracyr@wivelsfield.e-sussex.sch.uk

We believe that through working together we can secure the best outcomes for all the children. We are keen to hear about both successes and any concerns you may have, which will always be taken seriously.

3. Which children does the school provide for?

Inclusion does not always mean treating children with disability the same as everyone else, but knowing when to treat them differently.

Wivelsfield is a Primary School and we admit pupils between the ages of 4 and 11. 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 statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. 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.

- Wivelsfield School admissions policy (website)
- [school admissions - East Sussex.gov.uk](http://school.admissions-EastSussex.gov.uk)
- contact Information for Families for admissions advice 0345 60 80 192

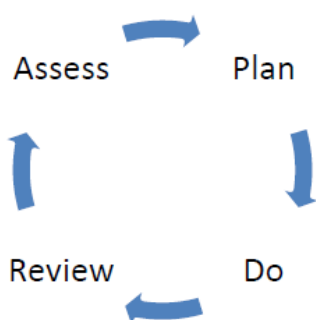
4. Summary of how the school meets the needs of children with SEN and disabilities

Through conversations with parents and effective, appropriate information sharing with pre-schools, other schools and outside agencies we aim to build a holistic picture of how best to meet a child's needs. This means that we consider the whole child, including his/her

strengths, interests, learning style, relationships and previous experiences. We are also interested in and how your child responds to being in different places with different people.

We will assess children regularly to make sure that the picture we have is accurate and up to date. We do this through observing children and talking with them and listening to the views of parents/ carers and teaching staff. This, in turn, helps us know how best to support children's learning and well-being in school.

Children receive support either in class through direct teaching and 1:1/ group support or, where appropriate, they are supported out of class. Our teaching staff monitor how children are responding so that we can track progress and adapt provision if needed. This process works in a cycle as follows:



SEN provision will be recorded as follows:

- SEN support plan (where provision is made within the school's staff team)
- Additional Needs Plan (where outside agencies are involved)
- Education Health and Care Plan/ Statement (for children where this applies)

These plans are reviewed with parents/ carers at least three times a year, when the impact of provision will be discussed. Regular pupil progress meetings between class teachers and the headteacher/ Inclusion Manager will also feed into this process. Additional support may be put in place at this time. We may on occasions contact other professionals for additional advice or support.

If your child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN plans that we have in school and we will involve parents and foster carers or social workers in discussions, as appropriate.

Data protection

All SEND records, including lists, notes, correspondence, School Based Plans and Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents

except for specified purposes or in the interests of the child. We will always ask your permission before sharing information with others verbally, unless there is a safeguarding concern.

SEN Funding

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes

A pupil has SEN 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.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** - including speech and language difficulties and autism
- **Cognition and learning** - including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** - including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.
- **Moderate/severe/profound and multiple learning difficulties**

Identifying need through assessing progress

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the school. We

will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment for example social needs

When deciding if special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

The complexity of identifying SEN

Slow progress and low attainment do not necessarily mean that a child has SEN as there can be a number of factors which account for this, such as family circumstances, varying rates of cognitive development or a child's interest in a subject, as well as his/ her preferred learning style.

Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability as a child's learning potential could be higher than that which is currently evident in the classroom. In these situations, areas of strength may be observed from time to time which suggest that in the main a child may be having difficulty either accessing the learning opportunities provided or conveying their understanding through written and other work.

Difficulties related solely to the process of learning English as an additional language are not considered to be a sign of SEN. Language development is monitored over time in order that SENs, if they are present, can be observed, thought about and addressed.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. In these circumstances, a child's needs would be considered in a holistic manner to identify both the possible reasons for the difficulties being observed and the most appropriate

forms of support.

Consulting and involving pupils and parents

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. The school has an 'Open Door' policy and parents are encouraged to contact the child's class teacher and/or the Inclusion Manager to share information and discuss their concerns.

We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times a year.
- Provide an annual report for parents on their child's progress.
- Ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty
- Ensure everyone is clear about what the next steps are.

If there are any disagreements with parents about SEN support for their child we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

SEN support plans and Additional Needs Plans plans

Where a pupil's needs are such that provision additional to or different from what is normally available to pupils within the school's own resources, it may be necessary to draw up an additional Needs Plan of support. This draws together information about the child's background, his/ her needs, difficulties, wishes and concerns, together with views of the parent(s)/ carer(s) and the assessments of those professionals involved in supporting the child. In these cases, there would usually be involvement from at least one additional agency, such as occupational therapy or speech and language therapy. An additional Needs Plan would usually only be required for children for who it is felt may require an EHC assessment in future.

Assessing and reviewing pupil's progress towards outcomes

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will

be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will use a graduated approach and the four part cycle of **assess, plan, do review**.

The class teacher works with the Senco to carry out a clear analysis of the children's needs and barriers to learning. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments where relevant
- The Individuals development in comparison to their peers and National data
- The views and experiences of parents
- The pupils' own views
- Advice from external support services where relevant

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

Deciding whether to apply for an EHC needs assessment

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. In East Sussex, schools are required to complete, follow and review an Addition Needs Plan in advance of making an application for an EHC assessment. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed annually or more frequently if necessary.

Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress

towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative and professionals involved with the child will be invited to the review meeting.

Where a child is looked after by the Local Authority, we will endeavor to synchronise EHC plan reviews with social care reviews.

Supporting pupils moving between phases

We will share information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Vulnerable pupils have extra transition arranged when moving to secondary schools. The class teacher and Senco meet with staff from the school the child is moving to.

Transition intervention is put in place as needed.

6. How does the school teach and support children with SEN?

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children.

- Your child's needs will be met in the first instance within the class, supported by high quality teaching including differentiated, personalised planning which takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis through teacher and Senco observations and pupil progress meetings.
- Curricular targets will be regularly reviewed, updated and recorded on individual pupil progress forms and class provision maps.
- Children have the opportunity to work in a variety of groupings. For example, mixed ability groups, groups of similar ability groups, one to one with a teacher or teaching assistant.

- Teachers and Support Staff have wide areas of expertise and attend relevant training. They are also monitored and supported to ensure that the additional teaching they are providing is of a good standard, in line with the school's performance management procedures.
- The class teacher will work with the SENCO to produce a plan for any child with an identified special educational need and will set appropriate targets. Sometimes, this is a plan which can be delivered largely in class, within the existing support framework.
- If needed, an individual programme of additional support will be put in place. This will be reviewed three times a year, with your input and changed as needed.
- When necessary the school will seek support from outside agencies. This will be discussed with you and a referral made with your permission.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils. We deliver the curriculum through high quality teaching.

We make the following adaptations to ensure all pupil's needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it for example by grouping, 1-1 work, teaching style, content of lesson etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example giving longer processing times, pre-teaching vocabulary or maths, reading instructions aloud etc.
- Parents are informed through termly class newsletters and Topic Webs.

Please see our accessibility plan in policies regarding SEN and ensuring all children can access the building.

8. How are parents and carers involved in reviewing children's progress and planning support?

It is our aim that the school works in close partnership with parents and carers and maintains purposeful communication between the school and home.

- All parents are actively encouraged to take part in the school community. This may include sharing skills, helping in class, information workshops and helping with school visits. (See Wivelsfield Primary School Volunteers Guide for more details)
- We adopt an open door policy for any daily information that needs to be shared between school and home. Class Teachers can be contacted via the school office and a meeting or telephone conversation can be arranged. Parents and teachers can arrange a more private meeting with the Inclusion Manager if there is anything of a more serious or private nature to be discussed.
- A child who needs extra communications may have a home / school book.
- Parent/ carer Consultation Evenings take place twice a year at the end of Terms 1 and 3. A written report is sent home in Term 6 and parents are invited to comment on this.
- If a child is identified as needing an Additional Needs plan to support their education then parents will be involved in helping the school to create this and then in reviewing SMART targets at SEN Support Review meetings, three times a year, or more often if either parent/ carers or the Senco feel this would be beneficial. For children with an EHC plan, the annual review may either be included as one of the three meetings or be arranged as an additional meeting (to be agreed on an individual basis).
- We will provide parents/carers with the information and support necessary to enable them to play a full part in decision making.
- Reports from outside agencies are shared and discussed.
- Parents are given opportunities to develop an understanding of the curriculum through workshops organised by the school,

- Where possible we support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. This may involve signposting to additional services in the community. Where appropriate we highlight relevant workshops or courses for parents e.g. ASD support network for parents.
- We always welcome new members to our Parent Teachers Association and Governing body. Please speak to the school office if you are interested.

9. How are children involved in reviewing their progress and planning support?

Pupils with SEN have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. We are committed to involving children in decisions about their learning.

We will:

- Have regard to their views, wishes and feelings.
- Provide them with the information and support necessary to enable full participation in decision making.
- Support them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Ensure they are aware of the agreed outcomes
- Ensure they are aware of the next steps

10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

We recognise that transitions can be difficult for all children and especially those with SEND and take steps to ensure that any transitions is as smooth as possible.

If your child is joining the Reception class:

- The reception class teacher will meet with you and your child before starting school.
- The reception class teacher/teaching assistant will arrange visits to your child's pre-school provider to meet and discuss your child.
- Your child will be invited to attend story sessions in school during the summer term.
- You will be invited to attend a "New Parents" meeting at school before your child starts giving you information about the school, start dates and what happens in Reception class.
- The SENCO may arrange additional visits for children identified as having SEN and additional meetings with parents and other services who have been involved with your child (e.g. The Early Years Support Service)
- A Transition Meeting may be arranged so that parents and specialist services can draw up a Transition Plan

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting will be held with the old and new teaching staff to discuss your child's strengths and difficulties and the teaching methods that have been successful. Individual plans and targets will be shared with the new teacher.
- All children visit their new class and take part in sessions with their new teacher before transition.
- For children who find change very difficult, photographic books are made showing the new classroom and staff. These are shared in school and also taken home. Additional visits are made to familiarise them with the new room and travel to and from it.

Moving to secondary school:

- All Year 5 children will visit the local secondary school for curriculum days and some pupils may also attend performances or Gifted and Talented programmes.
- Secondary schools have open mornings and evenings when Year 6 pupils may visit with their parents before naming their preferred choice for secondary transfer.

- The Year 6 teacher and/or Senco will discuss the specific needs of your child with the SENCO of their secondary school.
- Secondary school staff and pupil representatives visit the school to talk with the Year 6 pupils.
- Planned visits are made to the new secondary school, mainstream or special school, on several occasions.
- If required, additional visits are arranged and there may be a Vulnerable Transition programme to support those with a higher level of need .
- Your child will have focused learning about aspects of transition to support their understanding of the changes ahead and Transition Pupil Voice may be used to identify their feelings and any concerns.

Moving to or from another school:

- We will contact the school Senco regarding any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- A range of methods, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a social story or a photographic book to support moving on, it will be made for them.

11. What training do school staff have?

Annually, the head teacher, in conjunction with the governors, staff, pupils and parents, draws up a school development plan which outlines school priorities for the year and denotes who is responsible for each area of focus. These areas are then monitored termly in subject leader Action Plans. This includes reference to how pupils with SEN will be supported and the priorities for ensuring they make progress.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

We have a rolling programme of training and support for staff based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Staff have attended a variety of training courses, including, ASD training, Social Skills, Jump Ahead, Dyslexia Awareness and Speech and Language,

As a Dyslexia Friendly school, we aim to identify and support all pupils following the guidance as laid out in the East Sussex Dyslexia/Learning Friendly policy.

<https://czone.eastsussex.gov.uk/specialneeds/dyslexia/Documents/dyslexia%20policy.pdf>

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. Where necessary, staff attend individualised training if they are supporting a pupil with a more specific need.

- All our teachers are qualified teachers.
- Our Senco is qualified teacher and has the National Award in Special Educational Needs Co-ordination in accordance with the requirements set out in the Code of Practice. She also a PGCE in Specific learning difficulties (Dyslexia) and an MA in Education. She is allocated 3 days a week to manage the SEN provision.
- Our teaching assistants and lunchtime assistants have had a variety of skills and we review their training requirements annually or more frequently is required.
- We have 2 part time SEN TA's, a part time nurture specialist and a part time Speech and language TA

12. Evaluating the effectiveness of SEN provision

The school is continually evaluating and refining its work to ensure that it is doing the best it can for all children. 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.

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support in class and individual provision maps. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to plan interventions that are effective.

We complete regular self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.

- Any child receiving additional support will have targets for development, in a particular area of learning for example. When these are reviewed the effectiveness of the provision is evaluated. Reviews can take place at any time, as required, not only on the set dates.
- Children with similar needs can respond differently to the same intervention. Staff are aware that they need to be monitoring children's responses to additional provision.
- The school looks at the progress that children with SEN make across a school year and compares this with the progress of children without SEN. Although some children may achieve differently to their peers, it is hoped they will make comparable progress. If the rate of your child's progress is causing concern, staff will think together with you about why this may be with the aim of revising provision to support your child to reach his/ her full learning potential.
- We use Class provision maps to show impact and attainment
- We hold pupil progress meetings three times a year
- Monitoring by Senco of work and observations

. This information helps to inform the school improvement plan.

We invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Wivelsfield School is single storey so all classrooms, hall, school office, library, and medical room are on ground level. There is a shower in the Robins Class and a disabled toilet in the foyer.

The school site is fully wheelchair accessible with wide corridors and doorways. Outside areas can be accessed via a ramp.

The school has an Accessibility Policy which is available on the website.

As a parent, we encourage you to discuss your concerns with us so that we can plan for full inclusion. Further details can be obtained from our Equality Policy which is available on our website.

14. How will my child/young person be included in activities with other children, including school trips?

At Wivelsfield School we are committed to giving all our children every opportunity to achieve the highest standards and to maximise their life chances. We will actively seek to remove barriers to learning and participation; fostering and nurturing a positive approach to meeting the diverse needs of each individual. We aim to ensure that this happens for children of every age, gender, ethnicity, attainment level and background.

- All children are included in activities outside the classroom, including outdoor learning within school time, school trips and Residential visits.

- Risk assessments are carried out for school visits including residential trips and reasonable adjustments made where required. This may include a pre-visit, talking through and looking at photographs and visual support. A suitable number of adults accompany the pupils with a higher level of support provided for some pupils if needed. Any special arrangements are made in full consultation with parents. Vulnerable children are prepared for the visit and may be given visual reminders.
- School clubs and school councils are available to all pupils, and where appropriate suitable adjustments will be made to support vulnerable pupils.
- Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.
- All children are encouraged to partake fully in school life and take on responsibilities eg prefects, school councillors and play leaders.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability
- All pupils with EHC plans that name the school will be admitted before other places are allocated

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

At Wivelsfield School we support the emotional, mental and social development of children with

- SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision

for pupils' spiritual, moral, social and cultural development.

- All children are encouraged to take responsibilities within the school community eg prefects, school counselors and play leaders.
- Children are rewarded for their effort, hard work and achievement. These are recognised in stickers, house points and certificates. The Courtesy cup is awarded weekly for good manners.
- All adults in school take a great interest in and concern for all pupils. We take children's and parental concerns about well-being seriously. In the first instance, the class teacher and adults in the classroom are kept well informed. All adults who come into contact with any child have responsibility towards ensuring that children feel safe and secure at school. There are two named adults that the children can contact if necessary.
- At times, if a number of similar needs are identified within a cohort of children, we may decide to arrange a group intervention based around social/ emotional support, such as a social skills group.
- The school has a system of sanctions and rewards for behaviour management for all children. (Please refer to the school Behaviour Policy for more information). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. The school also participates in events such as Anti-Bullying Week.
- Ongoing difficulties with behaviour are usually found to be a communication about other additional needs that a child may have. Creative approaches will be used in school to try and understand how we can meet the needs of the child, such as observations, pupil voice activities and so on. Where necessary, we may refer to an external team, such as the Education Support, Behaviour and Attendance Service (ESBAS).
- All staff are trained first aiders. (Please see school's Health and Safety Policy for more information). The school has a small medical room for first aid.
- If your child needs medication to be administered in school then you are asked to provide details of this on a form. Where a child has significant medical needs there will also be a discussion between the class teacher, Inclusion Manager and parents

and a health plan will be written. Specific training will be provided to administer medication if necessary.

For more information, see our website for policies on:

Behaviour and anti-bullying

Safeguarding

Supporting pupils with medical conditions

16. What specialist services does the school use to support children and their families?

We will always aim to involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

We have access to a range of outside agencies for additional support. For more information please refer to <http://www.eastsussex.gov.uk/children-and-families/specialneeds/local-offer/default.htm>.

Our Dyslexia Friendly Status Level 2 was renewed in June 2016.

We work in partnership with a range of statutory and non-statutory services in East

Sussex

For further information on what is available locally, see

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

17. Where can I get information, advice and support?

The school:

The class teacher is the first point of contact but parents are also welcome to directly contact the Inclusion Manager or Head teacher. All contacts are initially made through the school office.

Mrs Sarah Milton - office@wivelsfield.e-sussex.sch.uk 01444 471393

Head teacher - Mrs Helen Smith head@wivelsfield.e-sussex.sch.uk

Senco - Ms Tracy Reilly -Inclusion manager tracyr@wivelsfield.e-sussex.sch.uk

SEN Governor Mrs Karen Hornby- office@wivelsfield.e-sussex.sch.uk

If you are considering applying for a place at Wivelsfield and your child has special educational needs then the first action to take is to phone the school and arrange an initial visit with the Headteacher or Senco.

SEN information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk
www.eastsussex.gov.uk/sendadvice

East Sussex Local Offer for SEN can be found at
www.eastsussex.gov.uk/localoffer

This tells you about what is available for children with SEN in East Sussex.

18. What do I do if I am not happy or if I want to complain?

We and encourage parents and carers to communicate with us early on if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately we will arrange an appointment to meet as soon as possible.

In the event that you feel unhappy about how your concerns are being addressed, you will be able to make a formal complaint as set out in our complaints policy.

Complaints about SEN provision should be made in the first instance to the Class teacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustment.