

The Angmering School SEN Information Report:

Information that must be included in SEN information report:

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

<https://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

1. The kinds of special educational needs for which provision is made at the school.

The school has high aspirations for all students. Students with EHCPs are allocated either a planned place in the Lavinia Norfolk Centre (LNC) which is a Specialist Support Centre for students with a physical disability (PD) or a sensory impairment : hearing impaired/visually impaired (HI/VI), **or** a place in the main school following consultation with West Sussex County Council.

Parents considering such a placement are encouraged to visit the school and a tour of the school by students can be scheduled at any time in the year, followed by a meeting with a member of the SEND Team. Provision is made for students across the four broad areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Needs
- Sensory/Physical

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEN Code of Practice. A range of evidence is collected through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the SEN team will consult with both you, your child's tutor, the head of year and the school SENDCO (Special Educational Needs & Disabilities Coordinator) in order to decide whether additional or different provision is necessary. In addition to the usual assessments there are specialist tools which we use to explore the reasons for any difficulties.

There is no need for students to be registered or identified as having special educational needs unless the school is taking additional or different action. If you have a concern about your child's progress or believe they have a special educational need, this should be discussed with the child's tutor, head of year or the SENDCO. Additional assessment or support can then be directed by the SENDCO, where necessary.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

- (a) how the school evaluates the effectiveness of its provision for such pupils;**

We follow the 'Graduated Approach' which is a 4 part cycle (Assess, Plan, Do, Review). This allows decisions and actions to be reviewed and refined as the understanding of the learners needs and what supports them in making good progress and securing good outcomes grows.

https://westsussex.local-offer.org/information_pages/328-taking-a-whole-setting-school-approach

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

In addition to the regular parent meetings, you will be kept regularly informed of your child's progress through the regular cycle of reports. Progress will be monitored and reviewed regularly to ensure that both you and your child can express your views and are fully involved in decisions.

(c) the school's approach to teaching pupils with special educational needs;

Our school strives to provide an engaging and exciting curriculum for all students. Your child's class teachers will plan for the variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend students' learning. For students with special educational needs, the teacher may provide different resources for students to use. There may be an LSA available to support and enable a student to complete the tasks as independently as possible.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. An additional provision may be through targeted small group work that takes place out of the subject classroom. Your child's targets will be set by the class teachers. A further level of provision may involve your child working individually with a member of staff to meet specific targets.

(e) additional support for learning that is available to pupils with special educational needs;

External support services play an important part in helping the school identify, assess and make provision for children with special education needs. These include, but are not exclusive to:

- Regular visits from the nominated Educational Psychologist for the school.
- Seeking advice from specialist advisory teaching services
- Occupational Therapy Service
- Advice and support from a Speech and Language Therapist
- Advice and support from the Primary Mental Health Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Advice and support from the school nurse and community paediatrician
- Multi-agency meetings to identify and make provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the Family Link Worker service.
- The school has top quality First Aid provision.
- Access to a specialist teacher in assessment procedures for exam considerations.
- Teams of teachers and LSAs expert in the four areas of SEND
- Specialised expertise in sport for the disabled.
- Specialist expertise in inclusion and in inclusive practice.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all students attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

We aim to develop children's emotional and social well-being in partnership with the parent, carer and the school, principally a child's tutor. In some cases this may additionally be provided by specialist support, in the form of an LSA or Support Team Member. Healthcare plans and pastoral support plans can meet specific needs. These plans are created in collaboration between school, parents and students and they are monitored and reviewed at agreed intervals.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

The first point of contact will always be your child's keyworker or form tutor.

The Deputy Headteacher Mr Smith and the SENCO Miss Thompson are both on the senior leadership team, driving strategic priorities. We also have two Assistant SENDCOs, Mrs Codling and Mrs Knight, who support the coordinated provision for children with SEND in school.

Mr Smith can be contacted on msmith.dht@theangmeringschool.co.uk

Miss Thompson can be contacted on lthompson@theangmeringschool.co.uk.

Mrs Codling can be contacted on tcodling@theangmeringschool.co.uk

Mrs Knight can be contacted on yknight@theangmeringschool.co.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We make an annual audit of training needs for all staff taking into account school priorities and staffs' personal professional development. Particular support is given to new members of staff and to training that addresses students' specific needs. The SENDCOs of each school within the Angmering Locality meet together each term to share good practice and this is a strength of our group of schools. Learning Support staff receive ongoing and regular training, particularly in the area of First Aid.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school receives money on an annual basis to support the provision for special educational needs. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support students with special educational needs throughout the school. On top of this resource, there will be additional funding from the Government and West Sussex County Council to support specific students, and this includes 'Pupil Premium' money and additional funds for students with an EHCP.

Our school has an accessibility policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs.

The Angmering School is barrier free, with access to first floor rooms via a lift. Access is V.I. and P.D. friendly and with the help of the trustees, additional features such as electronically operated doors and soundfield systems have been installed around the school to improve access to learning.

Our Equality Policy can be found here:

<https://www.angmeringschool.co.uk/angmeringschool/arenas/websitecontent/web/Equality%20SEND.%20Race.%20Gender%20Policy%202019-16926.pdf>

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

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8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Each child on the SEND Register has an allocated keyworker. This person is responsible for updating the plans to support your child. Plans are updated with input from the student, parent/carer and the school so that everyone is working towards a shared goal. Student voice is collated before an intervention and after an intervention so that we can assess the impact that the provision may have had.

Parent/Carer and Pupil Voice is collected through formal feedback as part of the Annual Review process. We regularly collect information in a variety of ways and other people help us to do this. We ask our parents to attend regular forums and also encourage them to complete Parent View. We send out surveys to pupils and parents about wellbeing, and our tutoring programme includes weekly one-to-one sessions between tutors and students to establish needs under the Academic Resilience framework.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The relevant keyworker should attempt to resolve all complaints by parents or pupils involving the education and wellbeing of pupils in school. If the relevant keyworker is unable to resolve the complaint, it will pass to the Senior Leadership Team. The school has a clear complaints policy and this can be accessed on the school website:

<https://www.angmeringschool.co.uk/angmeringschool/arenas/websitecontent/web/Complaints%20policy-94467.pdf>

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

External support services play an important part in helping the school identify, assess and make provision for children with special education needs. See Section 3(e) above

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32.

The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).

<https://westsussex.local-offer.org/>

(Further information on Section 32 can be found here:

<https://www.legislation.gov.uk/ukpga/2014/6/section/32/enacted?view=interweave>)

SENDIAS offer accurate, up to date and impartial information about the law on special educational needs and disabilities. If needed, support can also include helping with letters, attending meetings with you or supporting you in discussions with the local authority, school or other setting. This support may be offered by way of a SENDIAS volunteer. The service will also do their best to tell you about, or put you in touch with, other groups or organisations that can help.

send.ias@westsussex.gov.uk or 0330 222 8555

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place. All parents are encouraged to visit the school prior to accepting a place and are able to speak to a member of the SEND Team.

A very supportive transition package is in place with all the locality primary schools and specialist teachers from the school visit and view students in situ, meeting a student's teachers to ensure all information is collated.

13. Information on where the local authority's local offer is published:

The Local Authority Local Offer, gives early years settings, schools and colleges guidance as to what support the local authority would expect a child or young person, if necessary up to the age of 25, to receive through the learning setting's own practical and financial resources so they have a positive journey through education and prepare successfully for adulthood.

The Local Offer for West Sussex can be accessed here:

https://westsussex.local-offer.org/information_pages/74-local-authorities-local-offer-what-west-sussex-county-council-expects-education-settings-to-offer-area-wide-offer