



Everyone is a gift and everyone is gifted

Special Educational Needs and Disabilities (SEND) Information Report

March 2025

This should be read alongside our Special Educational Needs and Disabilities (SEND) Policy available on our school website at <https://twineham.eschools.co.uk/website/policies/25280>

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

We are a small, mixed-form mainstream Church of England primary school, in the rural location of Twineham. We are a nurturing school with a strong commitment to providing a broad, balanced and inclusive curriculum and pride ourselves on including, supporting and promoting enjoyment and achievement for all pupils.

We create a sense of belonging within a fair and trusting community. We provide a safe, secure, creative and inspiring learning environment that encourages a sense of wonder, adventure and achievement. We nurture life-long friendships and a passion for learning. We respect each other's rights in order to develop responsible global citizens. We promote individuality, excellence and enjoyment enabling everyone to fulfil their potential.

Our new 'Curriculum of Hope' approach to learning is designed to inspire and engage children to learn a meaningful curriculum underpinned and led by key concepts and questions – please visit https://twineham.eschools.co.uk/website/our_curriculum_at_twineham/25262 for more information.

Admission of children with disabilities

As a mainstream school, our admissions are managed by West Sussex. We strive to ensure that all children are welcome and treated with equity at our school, including ensuring adjustments are made to allow full access to the curriculum. We work with individual families as needed to do this. Please see the questions below to find out more, including question 9 for information on accessibility.

Pupil Voice

All children are encouraged to talk about their learning and share their views throughout the school day. Children with SEND are asked key questions about their learning before and during reviews so that their voice can be included. Child views are requested at the regularly as part of the EHCP and ILP Review process so that we can see how useful the children feel they have found the provision. Adults will read the questions and scribe for children who need it. We also use emotion face pictures and other creative resources, adapted appropriately to their needs and abilities, to help capture their views.

Parent/Carer Participation: Parent/carers participation is a core part of the framework for children and young people with SEND. Please see our SEND Policy for more information on their part in the graduated response.

Local Offer

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

School responses to parent/carers questions as part of our Local Offer.

1a. How does the school know if children need extra help?

Information communicated during transition from previous settings.

Parent comments.

Outside professional reports.

School data tracking systems, including pupil progress meetings.

Staff observations.

Assess, Plan, Do, Review cycle.

1b. What should I do if I think my child may have SEND?

Your first point of contact should be the Class Teacher. Speak to, email or communicate via Seesaw, your child's class teacher to raise your concern, the easiest time to catch them to make an appointment is at the end of the day when they have finished seeing the children safely to their parents.

Speak to the SENDCo to discuss what to do next. You may call the school office or email Mrs Louise Hayter directly at lhayter@twineham.w-sussex.sch.uk.

You can also contact the Mrs Sarah Davy, Headteacher, using head@twineham.w-sussex.sch.uk

2. How will school staff support my child?

High quality first teaching with differentiation is the first step in responding to SEND, this is a 'universal' approach for all learners.

We aim to teach in a dyslexia friendly way that will ensure good teaching for all learners using multi-sensory teaching methods throughout the school.

We use a 'graduated response' to support which starts with 'universal' support, we use 'targeted' (specific support above and beyond what happens universally) and 'specialist' (using advice from outside professionals) approaches where appropriate.

We approach each child's individual needs as appropriate and have different forms of targeted support available including TA managed support programs and individual interventions.

We seek specialist advice where appropriate and take on training as where needed to implement that advice. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc., and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud. Work may need to be scaffolded, supported or broken down into manageable chunks. Some children may require speech and language support using visuals and programs as recommended by Speech and Language Therapists, Educational Psychologists and external Advisory Teachers.

3. How will the curriculum be matched to my child's needs?

As a school, we aim for high quality teaching, differentiated for all individual needs.

We use an 'assess, plan, do and review' process.

We will track each child's data over time to ensure progress.

With high level need we will personalise the curriculum as guided by external professionals.

4a. How will both you and I know how my child is doing?

- ✓ Formal and informal dialogue between parents and school.
- ✓ Using learner's views on their progress.
- ✓ Termly Individual Support Plan (ISP) review meetings with parents of children on the SEND list. Parent/teacher consultations twice a year.
- ✓ Formal full written report sent home once a year.
- ✓ Termly analysis of data to track progress.
- ✓ Looking at individual progress during our Pupil Progress meetings attended by the child's teachers, SENDCo and Headteacher in school.
- ✓ Checking monitoring records from interventions.
- ✓ Parents are welcome to make contact with the Class Teacher or SENDCo at any time they have concerns or questions about their child's learning.

4b. How will you help me to support my child's learning?

Consultation with parents as part of target setting for the Individual Support Plan (ISP) for children with SEND.

Parent consultation meetings.

Facilitating meetings between parents/other agencies where applicable.

Signposting appropriate courses/support/training available in the local area.

5. What support will there be for my child's overall wellbeing?

We have a strong pastoral ethos in our setting where children are respected and treated as individuals; the school council also represent child viewpoints in the school.

Our curriculum and assemblies teach children to respect other people's rights and value their own.

Class Teachers take the initial responsibility for the child's well-being and will deal with matters on a day-to-day basis. The school SENCO, Mrs Hayter, is a Mental Health First Aider. Parents can make contact with their child's Class Teacher or the school SENDCo at any time to discuss their child if they have concerns.

Please see our School Behaviour policy on our website at <https://twineham.eschools.co.uk/website/policies/25256>

Policies and Procedures:

- ✓ Child Protection and Safeguarding training for all staff yearly.
- ✓ Our Designated Safeguarding Lead (DSL) in school is Mrs Davy and our Deputy DSL is Mrs Slade. Our safeguarding Governor is Mrs Julia Pattenden.
- ✓ Many staff are Paediatric First Aid trained. A First Aid trained member of staff is always available at any time in the school day, on site and when off site.
- ✓ Where needed, we also produce Intimate Care Plans and Medical Care Plans for individual children.
- ✓ The Premises Manager and Business Manager along with the Headteacher and our governors have responsibility for on-site safety.
- ✓ In addition, we will put additional risk assessments in place for any specific needs.
- ✓ Trips and visits always have their own risk assessments.

6. What specialist services and expertise are available at or accessed by school?

We are not a specialist school; we are experienced mainstream school practitioners and support all children as individuals.

- ✓ West Sussex mainstream primary schools have direct access for referrals to the following support services and work regularly with them:
- ✓ Speech and Language Therapy (SALT): SENDCo meets termly with the school link SALT who will provide children with identified speech and language difficulties with an intervention plan and activities for us to use. They support the school to meet the individual needs of children. They provide whole school and individual staff training.
- ✓ Occupational Therapy Service: available to refer to for children displaying motor difficulties – through referral.
- ✓ Educational Psychology Service (EPS): SENDCo meets yearly with link Educational Psychologist (EP) for an Annual Planning Review (APR), schools are also able to ring for telephone consultations.

- ✓ Autism and Social Communication Advisory Team (ASCT): Offer the opportunity to book termly Consultation and Review Meetings (CARMs) where we can discuss and seek advice for up to four children or request individual consultations as required. They also will observe and meet with children, parents and staff to advise on support.
- ✓ Learning and Behaviour Advisory Team (LBAT): Offer the opportunity to book termly Consultation and Review Meetings (CARMs) where we can discuss and seek advice for up to four children or request individual consultations as required. They also will observe and meet with children, parents and staff to advise on support.
- ✓ Alternative Provision College Outreach Team (APC).
- ✓ Sensory Support Team (SST): referral system in place to request advice with pupils who have been diagnosed with Hearing or Visual Impairment.
- ✓ Single Point of Access referrals to Mental Health Services such as CAMHS.
- ✓ Early Help/Enabling Families.
- ✓ School Nurse Service.
- ✓ These services have their own criteria for prioritising cases:
- ✓ Child Development Clinic (CDC).
- ✓ Referrals for Physiotherapy Service and direct referrals to CAMHS can be made by parents through their General Practitioner (GP).

7. What training have the staff supporting children and young people with SEND had or are a having?

Our school is a member of the **Woodlands Meed SEND Alliance**, which offers termly meetings for the SENDCo alongside other SENDCos and Lead practitioners with guest attendance by local services and specialist professionals. It offers a variety of free and subsidized up to date training for all staff at our school.

As a rural school, we are part of the NEARS group of schools. The Headteacher has regular meetings alongside other headteachers to discuss good practice and receive training. The SENDCo has similar opportunities with other SENDCos with the NEARS group. All our teachers have Qualified Teacher status.

We ensure our Early Career Teachers are part of a strong Early Career Framework induction programme with an experienced and supportive mentor and induction tutor.

We receive training from specialist services where applicable, including SST, ASCT, Speech and Language Therapists, EPS and Alternative Provision Outreach Team.

Training needs are highlighted and developed through our school development plan and our staff benefit from Continuing Professional Development. We use our best endeavours to access specific training for high-level, low incidence need where it is available.

8. How will my child be included in activities outside the classroom including school trips?

We are an inclusive school and make our best endeavours to use reasonable adjustments to include everyone in activities outside the classroom.

We will prepare individual risk assessments in discussion with parents where appropriate to help with this and will use our knowledge of individual pupils to inform necessary adjustments.

9. How accessible is the school?

The school is all on one level and is fully wheelchair accessible with an accessible toilet which is wheelchair-friendly. There is a disabled parking bay within the school grounds. Individual classes adapt their furniture to meet wheelchair access when necessary.

For named pupils who have specialist involvement such as the Sensory Support Team, Occupational Therapists and Physiotherapists, we will provide the specific support advised. We work with West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS) to help with language access for families who speak English as an additional language. In our EYFS, we aim to incorporate a basic level of signing as part of a total communication approach. Where necessary, individual staff are further trained or employed after to meet a child's individual needs.

10. How will the school prepare and support my child's transfer to a new school on the next stage of education and life?

Pre-school to school transition: Visit children in their pre-school settings. Transition meetings with pre-school settings (and outside professionals if appropriate) to share relevant information. Parent information meetings. Stay and play visits. Home visits. Optional phased introduction for children aged under five.

Mid-phase admissions: Transfer information with other school. Transition sessions if possible and/or appropriate. Peer buddies to help the child settle. Meet with Class Teacher and SENDCo if appropriate.

Year 6 to Secondary within locality - Strong transition arrangements for all learners are a feature of the locality. Schools share teaching links and there are planned opportunities for learners to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools, there is an induction programme for pupils, meetings for parents and teaching staff handover sessions. The locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include: Extra school visits. Transition books. Individualised transition plans. Additional staff training. SENDCo collaboration.

Year 6 to Secondary outside locality to schools outside of the immediate locality: We contact the school that the child is going to, so that we can share information. Where

possible we will organise additional visits to the school. We prepare children through conversations and provide transition books where we can.

How are the school resources allocated and matched to children's SEND?

The Local Authority delegates core funding to schools to make general educational provision for all pupils; of that core funding an element is allocated to differentiation, training, classroom support resources and materials. This includes money spent on training and materials for SEND as required and linked to the school's development plan.

Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEND, including those with Education, Health and Care Plans. Some of this money is used to employ a SENDCo and provide additional TA support for children with SEND, as well as provide appropriate resources. Local Authority funding received by schools does not cover the full costs of supporting children with SEND.

All support and provision forms part of the cycle of the assess, plan, do and review graduated approach.

12. How is the decision made about what type and how much support my child will receive?

Provision made for a learner will be informed by consultation with parents, outside agencies and the child. It will be based on individual need within the context of the school overall. We have a graduated response to meet need. We work with an assess, plan, do and review system using time limited interventions.

13. How are parents involved in the school? How can I be involved?

- ✓ We believe in strong parental engagement to enhance learning, parents are always welcome to share their views and ideas with the school.
- ✓ Become a Friend of Twineham and support our fundraising events.
- ✓ Become a volunteer parent helper in school, you will need a clear DBS check.
- ✓ Attend parent information meetings.
- ✓ Complete parent questionnaires to help us meet your child's needs as part of the whole school.
- ✓ Attend parent consultations meetings.
- ✓ Feedback on ISPs and support your child at home to achieve their goals.
- ✓ Discuss the learning with your child and share their ideas with the school.
- ✓ Comment and respond on Seesaw child's and support them with any homework.
- ✓ Comment on your child's report at the end of the year.

14. Who can I contact for further information or if I have a question or concern?

If you have specific concerns or questions communicate with your child's Class Teacher via Seesaw, email or at the end of the day and make an appointment to meet with them.

General enquiries can go to the school office.

You can make an appointment to meet via the school office or contact Mrs Fitzgerald. The Headteacher is on the gate every morning to welcome the children and at the end of the school day to oversee departure. You can catch him there or make an appointment through the school office.

The SEND Information, Advice and Support Service (SENDIAS)

<https://westsussexsendias.org/>

is available to give impartial help and advice to parents/carers.

You will find the wider West Sussex Local Offer and contact details of support services at

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

As a school, we take all parent concerns seriously. In the first instance, we hope they can usually be resolved by talking to the class teacher. If the class teacher cannot resolve the concern or a parent feels they cannot approach the class teacher, they can contact the SENDCo or Headteacher as stated above. Concerns will be investigated thoroughly before a response is made.

If a parent is not happy with the response from the Headteacher, they can contact the school governors via the school office. Please see our Complaints Policy at

<https://twineham.eschools.co.uk/website/policies/25256>

Please see our School SEND Policy for any further information at

<https://twineham.eschools.co.uk/website/policies/25256>

Last reviewed: March 2025