

Lead member of staff	SENCO
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Downview Primary School

Special Educational Needs and Disabilities Provision

SEND Information Report

At Downview Primary School, our SEND information report aims to provide you with information about how we meet the needs of the children with Special Educational Needs and/or Disabilities. Downview Primary School is a mainstream school with approximately 630 pupils.

Our dedicated staff continuously monitor and review the curriculum and wider aspects of the school to enable each individual child to achieve their best and fulfil their potential. Through the staff’s best endeavours every child is given equal opportunities to enable them to succeed. The Special Educational Needs Co-ordinator is Mrs Lisa Jackson. If you have concerns about your child you can book an appointment with Mrs Jackson through the school office or email: office@downviewprimary.co.uk

Roles and Responsibilities of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Our SENDCo is responsible for the operation of the Special Needs policy and coordination of specific provision to support individual children with Special Educational Needs and Disabilities (SEND). Staff liaise together to monitor pupil progress and plan further interventions and support programmes where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialist advice when required.

1. HOW DOES DOWNVIEW SCHOOL KNOW IF MY CHILD NEEDS EXTRA HELP?

Information and evidence is gathered in consultation with parents/carers when ascertaining how best to meet the individual needs of children at Downview.

- We liaise with your child’s previous setting through information gathering and the passing on of records.
- We support transition through Early Years via meetings with Nurseries, Parents and outside agencies including support from the West Sussex Early Years SEND transition team.
- We value concerns raised by parents and carers and also pupils themselves.
- If your child is working at National Curriculum levels considerably lower than expected for a child of similar age, teaching staff/parents may raise their concerns and appropriate assessments and interventions will be put into place in consultation with you and your child.
- We monitor your child’s levels of achievement and rate of progress over time.
- Concerns are raised by SENDCo as a result of further investigation or assessments.
- Liaison with external agencies who may also advise or support your child.
- Health diagnosis through school nurse/paediatrician.

If you have any concerns that your child might have Special Educational Needs please speak initially to your child’s class teacher. Following this, advice can be sought from your child’s Year Group Leader, Mrs Jackson or Mrs Purkis.

2. HOW WILL DOWNVIEW SCHOOL SUPPORT MY CHILD?

Quality first teaching by your child’s class teacher is at the core of our provision and will be provided as follows;

- In class support via class teacher or teaching assistant.
- If a pupil has needs related to more specific areas of their education, then the pupil may be placed in a small focussed intervention group. The class teacher, teaching assistant or specialist intervention teacher could run this. The length of time of this intervention will vary according to need and will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- If a child requires multiple interventions and more specific support to meet their needs an ILP (Individual Learning Plan) will be implemented. The Class Teacher will plan termly targets outlining provisions and adaptations that will be made to support the individual needs of the child according to their area of need. ILP’s are written including the views of the parent/carer and child and are reviewed on a termly basis to evidence progress.

- If the class teacher is concerned about a pupil's progress then a more formal assessment such as a literacy screen or speech sounds check may be completed to identify areas where the pupil may need extra help.
- Regular pupil progress meetings are held between the Headteacher, Deputy Head, SENDCo and class teacher. The progress of the children in each class is discussed. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more specialised advice and support from an outside agency. These agencies may include; Speech Therapy, Occupational Therapy, School Nurse Team, Educational Psychologist, Child Development Centre, Child and Mental Health Team, Sensory Support Team, Learning and Behaviour Team and the Autism and Social Communication Team. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a possible series of assessments, observations and discussions a programme of support or further advice is usually provided for the school and parents/ carers.
- A register is kept by the school which details the children who are currently receiving the various types of support.

3. WHO WILL EXPLAIN THIS TO ME?

At Downview Primary School we believe in maintaining high levels of communication with all of our parents and carers.

- We have an open-door policy for parents/carers and appointments can be made with a specific member of staff as required.
- Parents are invited to attend Parent Consultations and 'drop-in sessions' where progress, targets and any additional support that is needed can be discussed with your child's Class Teacher.
- Mrs Jackson (SENCO) and Mrs Oliphant (Pastoral Teacher) are available to discuss your child's needs and support in more detail during Parent Consultation meetings or at a mutually convenient time.

4. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

We endeavour to make adaptations to support and meet the needs of all children.

- Through careful adaptations, the curriculum and teaching will be tailored to meet the needs of all children.
- A range of strategies and resources are used to enable children to access the curriculum effectively.
- All teachers plan for a range of abilities and individual needs.
- Additional adult support may be provided on a 1 to 1 basis or within a small group.
- Individual Learning Plans outline the provisions made for children with additional needs.
- Children with significant additional educational needs may follow an individually adapted curriculum where appropriate. If a child is in receipt of an Educational Health Care Plan, targets and provisions are outlined and implemented to ensure the child is able to access the curriculum.

5. HOW WILL DOWNVIEW SCHOOL KNOW AND HOW WILL I KNOW HOW WELL MY CHILD IS DOING?

As a school we continuously assess and review children's progress.

- We measure and track children's progress in learning against national expectations and end of year / phase age related expectations.
- Children who are not making expected progress are identified through ongoing discussions with the Class Teacher, Deputy/Head Teacher, SENCO and Pastoral Teacher. Considerations are made to identify why individual children are experiencing difficulty and what additional support can be offered to aid their progress. We report this to you through;
- Parent Consultation meetings.
- Informal discussion and drop-in meetings.
- Individual Learning Plan reviews.
- Annual reports.
- Annual Reviews of an Educational Health Care Plan.
- Additional meetings as necessary.

6. HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

We communicate with parents and support them in a variety of ways.

- Discussions at Parent Consultation meetings.
- Face to face meetings, phonecalls or zoom meetings.
- Individual Learning Plan reviews or sharing new targets.
- Discussion with class teacher, SENCO or Pastoral Teacher.
- Parent drop-ins.

- Parent Workshops and reading/writing workshops.
- School led or outside agency feedback and advice e.g. Speech and Language Therapist following assessment on your child.
- Signposting parents to the local offer and outside agencies.
- Newsletters.
- Knowledge organisers and half termly overviews published on the school website and available from the class teacher.

7. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

We recognise the importance of a child's well-being both physically and mentally.

- Your child's Class Teacher has overall responsibility for the pastoral and social care of every child in their class.
- At Downview School we have our Pastoral Support Teacher, Mrs Oliphant who can offer additional Pastoral support to children, parents and teachers.
- PSHCE curriculum and Circle Time.
- Referrals can be made to the Mental Health Team in Schools (Thought-full) who can provide 1 to 1 sessions using a cognitive behavioural therapy approach.
- Further support and advice can be accessed through the SENCO and outside agencies such as the School Nurse, Early Help, Play Therapist and CAMHS (Child and Adolescent Mental Health Services).
- Downview School has a policy regarding the administration and management of medicines both on and off the school site. A designated member of staff will oversee the administration of any medicines.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- Children with specific medical needs will have a health care plan created in consultation with parents and health professionals.
- As a staff we have regular training and updates of conditions and medication affecting individual children to ensure that all staff are able to manage medical situations.
- Risk Assessments are produced with parent/carers to ensure medical needs are met.

8. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY DOWNVIEW SCHOOL?

We access a wide range of support services on a needs basis.

- Mrs Jackson (SENCO) has a Postgraduate Certificate in Professional Practice: National Award for SEN Coordination.
- Mrs Oliphant (Pastoral Teacher) is a fully qualified Teacher with an MA in Education.
- School Nurse Team.
- Early Help.
- Enabling Families.
- Children's Services.
- Play Therapist.
- Speech and Language Therapist.
- Occupational Therapist.
- Physiotherapist.
- Autism and Social Communication Team.
- Learning and Behaviour Advisory Team.
- Educational Psychology Service.
- CAMHS (Child and Adolescent Mental Health Service).
- Early Years Advisory Team
- Young Carers.
- Therapeutic Learning Opportunities – Forest School, Art Therapy
- Alternative Provision e.g. Crimsham Farm
- Winston's Wish Bereavement Support Charity
- Sensory Support Team.
- Mental Health Schools Team (Thought-full).
- EMAT (Ethnic Minority and Traveller Support Service) who assist us in supporting our families with English as an additional language and children from Travelling communities.

9. WHAT TRAINING HAS THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

We recognise the importance of professional development for all staff.

- Lisa Jackson holds the National SENCO Award

- Counselling Skills.
- Therapeutic Thinking – attachment and trauma awareness.
- Speech and Language Support e.g Using the Nuffield Early Intervention Programme (NELI), Colourful Semantics, sound production.
- Song of Sounds – Phonics training.
- Epipen Training.
- Epilepsy Awareness.
- Lexia Training.
- Widgit Training.
- Winston’s Wish Bereavement Training.
- Understand and managing behaviour.
- Safeguarding.
- Autism Aware and Sensory Needs.

10. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- School trips are planned, risk assessed and pre-visits are made by staff taking into consideration the needs of the group of children and individual children involved in the school trip.
- Reasonable adjustments, arrangements and support will be made to ensure that all children are included whilst maintaining the safety of the children as the top priority.
- The suitability and access to outside the classroom learning opportunities are discussed with the external service providers.
- Where appropriate parents and carers will be invited to attend activities outside the classroom.
- Information is shared with parents about residential visits to allow parents to make informed decisions and advise the school of any adjustments they feel may need to be made.

11. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

As a school, we are happy to discuss individual access requirements. We consider access when allocating classrooms for pupils and staff. We consider the sensory needs of pupils and can make adjustments to the learning environment for pupils with hearing or visual impairment.

- The Downview School site is wheelchair accessible with disabled toilet facilities, two being large enough to accommodate changing.
- In Key Stage 1 the school is all on one level with ramps at specified fire exits and in the Allen Building there is a lift to the first floor.
- External services are available to assist us in ensuring the school environment is as accessible as possible, particularly for children with additional needs.
- EMAT (Ethnic Minority and Traveller Support Service) are available to assist us in supporting our children with English as an additional language and children from Travelling Communities.

12. HOW WILL DOWNVIEW SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING DOWNVIEW SCHOOL AND TRANSFERING TO A NEW SCHOOL?

Many strategies are in place to enable the pupil’s transition to be as smooth as possible.

- As a school we liaise with your child’s previous setting via contact with local nurseries and we receive information from children’s previous schools and preschools.
- All children are invited to the Transition Day in the summer term prior to starting Downview in the September where they will meet their new class teacher in their new classroom.
- All children in years 1 to 6 receive a “Moving-On Pack” at the Transition Day which gives information for parents and children about the staff in their child’s new year group, where the classroom is, the curriculum and topics to be covered and classroom routines such as where to keep book folders and water bottles etc.
- An opportunity for parents to meet their child’s next teacher at the end of the Transition Day.
- We welcome visits from new parents and we are happy to show parents and children around our school.
- For children with SEND and for children who are less confident with change we can arrange and accompany the children on additional visits to help them get to know staff members and the new surroundings, i.e. Year 6 transferring to secondary school.
- Social stories can aid smooth transition.
- Photos of new places and people are used where helpful.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- For children with complex needs a meeting can be arranged or a Statement (EHCP) Review can be used as a transition meeting. Parents, staff from both schools and all outside agencies involved with your child can be invited to contribute to these meetings.
- Enhanced transition programmes can be implemented as appropriate.

13. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

We ensure that all children with SEND have their individual needs met to the best of the school's ability with the funds available.

- We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's and individual children's needs.
- We access specialist support from outside agencies where appropriate.
- If required, specialist resources are provided such as chairs, desks, laptops, weighted cushions etc.
- The School Governors liaise with Senior Management (including the SENCO) in the allocation of the SEND budget. Funds and resources are allocated on a needs basis. The Children who have the most complex needs are given the most intensive support which may require a Specialist Teacher or TA.

14. HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The class teacher, alongside the SENCO and the parents/carers will discuss the child's needs and what support is appropriate.

- Assessment, monitoring of progress and reviewing targets provide evidence for next step levels of support.
- Professional judgement will be used within the limitations of the SEND budget and resources available.
- Different children will require different levels of support in order to narrow the gap to achieve age related expected levels. Interventions and adaptations will be provided through 1 to 1 support or small group support.
- If a child has an Education Health Care Plan then the provision will be outlined within the plan.

15. HOW WILL I KNOW IF IT HAS HAD AN IMPACT?

We assess and monitor all progress regularly and liaise frequently with parents/carers.

- Interventions and Individual Learning Plans are monitored termly to measure impact. If progress is not evident then targets may be divided into smaller steps or an alternative programme or intervention will be used.
- New targets are set for ILP's once achieved on a termly basis and targets are reviewed annually for an EHCP.
- Communication and verbal feedback from your child, the Class Teacher, SENCO and you (parent).
- Children may be removed from the SEND register if it is felt that the child has made sufficient progress compared with their peers.

16. HOW CAN I BE INVOLVED IN DOWNVIEW SCHOOL?

We warmly welcome parents/carers into Downview School and actively encourage them to be involved in Their child's learning journey.

- Attend Parents Evenings and Drop-in sessions.
- Come to the sharing assemblies, church services and performances at Christmas and key points of the year.
- Attend any of the curriculum information sessions e.g phonics and reading/maths, workshops.
- We invite parents to attend Open Days to support transition from Nursery to Reception and also Year 6 to Year 7.
- Friends of Downview hold a range of fund raising events over the year and we love parents/carers to support these events such as the Summer Fair, Disco and film nights.
- Volunteer to help in class, hearing children read, helping children with sewing or art activities etc.
- Provide us with feedback either through Parent Questionnaires, written or verbal feedback.

17. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact is your child's Class Teacher to share any concerns. You could also arrange a meeting with your child's Year Group Leader,
- Mrs Jackson (SENCO) and Mrs Oliphant (Pastoral Teacher).
- Mrs Purkis (Head Teacher) and Mrs Hawkins (Deputy Head Teacher).
- Access the Downview SEND policy on our website.
- West Sussex Council have their Local Offer website which tells you about services, support and resources you can access locally - <https://www.westsussex.gov.uk/local-offer/> .
- Contact SENDIAS – send.ias@westsussex.gov.uk .
- Parent Partnership is an organisation that can also be approached to support you. Details can be found on their website.

We hope that this information has answered any queries that you may have, but do not hesitate to contact the school, if you have any further questions