



Downview Primary School

Special Educational Needs and Disabilities Provision

SEND Information Report

At Downview Primary School, our SEND Information Report explains how we support pupils with Special Educational Needs and Disabilities (SEND) and how we implement our SEND Policy in accordance with the SEND Code of Practice (2015).

Downview Primary School is a mainstream primary school with approximately 630 pupils. We are committed to providing an inclusive, ambitious and accessible learning environment where every child is valued, supported and enabled to achieve their full potential. We believe that all children have the right to feel safe, included and successful, and we strive to remove barriers to learning, participation and achievement so that every pupil can thrive academically, socially and emotionally.

High-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP) form the foundation of our inclusive practice. We recognise that every child is unique and are committed to identifying and responding to individual needs at the earliest opportunity. Through a graduated approach of Assess, Plan, Do, Review, we work collaboratively with pupils, families and external professionals to ensure that support is tailored to each child's strengths, needs and aspirations.

Our dedicated staff continuously monitor and review both learning and wider school experiences to ensure that all pupils are able to participate fully in school life. We maintain high aspirations for every child and are committed to promoting independence, confidence, wellbeing and a strong sense of belonging within our school community.

The SENCO (Special Educational Needs and Disabilities Coordinator) is Lisa Jackson, who holds the National Award for SEN Coordination. If you have any concerns about your child's progress, wellbeing or development, please contact your child's class teacher in the first instance. You may also arrange an appointment with Lisa Jackson through the school office or by emailing office@downviewprimary.co.uk

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

Our SENCO, Lisa Jackson, provides strategic leadership and oversight of SEND provision across the school and is responsible for coordinating support for pupils with Special Educational Needs and Disabilities (SEND). The SENCO works closely with the Headteacher, class teachers, support staff, parents/carers and external agencies to ensure that pupils with SEND receive appropriate, timely and effective support tailored to their individual needs.

The SENCO supports the early identification of SEND and promotes a graduated approach of **Assess, Plan, Do, Review (APDR)** to ensure that provision is regularly monitored, evaluated and adapted according to each child's progress and needs. Staff work collaboratively to review pupil progress, identify barriers to learning and implement appropriate support, interventions and reasonable adjustments where required.

The SENCO also liaises with a range of specialist services and external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, health services and Local Authority teams, to access additional advice and expertise when needed. The effectiveness of SEND provision is regularly reviewed to ensure that pupils are able to participate fully in school life, achieve positive outcomes and develop confidence, independence and a sense of belonging within our school community.

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

At Downview Primary School, early identification of need is a priority. We work closely with parents/carers, pupils and professionals to identify and understand individual strengths, needs and any barriers to learning at the earliest opportunity. Information is gathered from a range of sources to ensure that appropriate support can be put in place and reviewed regularly.

We may identify that a child requires additional support through:

- Liaison with your child's previous nursery, pre-school, school or other educational setting, including the transfer of relevant records and information.
- Enhanced transition arrangements for children entering Reception, including meetings with parents/carers, early years settings and external professionals where appropriate. We also work closely with the West Sussex Early Years SEND Transition Team to support a smooth transition into school.
- Discussions with parents/carers, as we recognise that they know their child best and play a vital role in helping us understand their child's needs.
- Listening to the views, wishes and experiences of pupils themselves.
- Ongoing teacher assessment, classroom observations and regular monitoring of attainment, progress, wellbeing and participation in school life.
- Progress which is significantly slower than that of peers, does not match previous rates of progress, or where a child is not achieving as expected despite high-quality adaptive teaching and appropriate support.
- Screening, assessments or further investigation carried out by the Class Teacher and/or SENCO.
- Advice, reports or recommendations from external professionals and specialist services.
- Information relating to medical needs, diagnoses or assessments from health professionals, such as paediatricians, therapists or the School Nursing Team.
- Regular pupil progress meetings between teachers, senior leaders and the SENCO, where children's progress and any potential barriers to learning are discussed. When concerns are identified, we follow a graduated approach of **Assess, Plan, Do, Review (APDR)** to determine whether additional support is required and to ensure that provision is tailored to the individual needs of the child.

If you have any concerns about your child's progress, wellbeing or development, please speak to your child's Class Teacher in the first instance. Further advice and support can be sought from your child's Year Group Leader, the SENCO, Lisa Jackson, or the Headteacher, Mrs Purkis. We believe that working in partnership with families is essential in ensuring the best possible outcomes for every child.

2. HOW WILL DOWNVIEW SCHOOL SUPPORT MY CHILD?

At Downview Primary School, high-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP) are the foundation of support for all pupils. We recognise that every child is unique and are committed to providing an inclusive learning environment where barriers to learning are identified and addressed at the earliest opportunity. Support is tailored to individual strengths and needs and is delivered through a graduated approach of Assess, Plan, Do, Review (APDR).

Support may be provided in a variety of ways, including:

- High-quality adaptive teaching within the classroom delivered by the Class Teacher, supported where appropriate by Teaching Assistants and other school staff.
- Reasonable adjustments, targeted strategies, specialist resources and adaptations to teaching and learning to enable pupils to access the curriculum and participate fully in school life.
- Small group or individual interventions to address specific areas of need, such as communication and language, literacy, numeracy, social skills, emotional wellbeing or independence skills. These interventions may be delivered by a Class Teacher, Teaching Assistant or specialist intervention teacher and are regularly reviewed to measure their impact and inform future planning.
- Where a pupil requires SEND Support which is additional to and different from that ordinarily available for all pupils, an **Individual Learning Plan (ILP)** may be developed. This outlines the child's strengths, areas of need, desired outcomes, provision, reasonable adjustments and support strategies. ILPs are developed in partnership with parents/carers and pupils and are reviewed regularly through the Assess, Plan, Do, Review cycle.
- Additional assessment and screening may be carried out where appropriate to help identify barriers to learning and determine the most effective support. This may include assessments relating to literacy, numeracy, speech and language, communication, sensory needs or other areas of development.

- Regular pupil progress meetings are held between Class Teachers, Senior Leaders and the SENCO to review pupils' attainment, progress, wellbeing and participation. These discussions help to identify pupils who may require additional support and ensure provision remains responsive to changing needs.
- Where necessary, advice and support may be sought from a range of external professionals and specialist services. These may include:
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - Educational Psychology
 - School Nursing Team
 - Child Development Centre
 - CAMHS (Child and Adolescent Mental Health Services)
 - Autism and Social Communication Team
 - Learning and Behaviour Team
 - Sensory Support Team
 - Other relevant health, education or social care professionals ,
- Referrals to external agencies are always discussed with parents/carers and made with consent where required. Following assessment, specialist advice and recommendations are used to further inform provision and support within school and at home.
- The school maintains a SEND Register which identifies pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP). This enables the SENCO and staff to carefully monitor provision, outcomes and progress.

Our aim is to ensure that every child receives the support they need to make progress, develop confidence and independence, participate fully in school life and achieve the best possible outcomes.

3. WHO WILL EXPLAIN THIS TO ME?

At Downview Primary School, we believe that positive communication and strong partnerships with parents and carers are essential to achieving the best outcomes for children. We are committed to working collaboratively with families and ensuring that parents are kept informed, involved and supported throughout their child's educational journey.

- We operate an open and supportive approach to communication, and appointments can be arranged with relevant members of staff whenever required.
- Parents and carers are invited to attend Parent Consultation meetings and other opportunities throughout the year to discuss their child's progress, attainment, wellbeing and any additional support that may be required.
- Class Teachers are usually the first point of contact and will work closely with parents/carers to discuss strengths, areas of need, support strategies and next steps.
- The SENCO, Lisa Jackson, is available to discuss SEND provision, support strategies, referrals, assessments and individual needs in more detail. Meetings can be arranged during Parent Consultation evenings or at a mutually convenient time.
- Where a child is receiving SEND support, parents/carers will be involved in reviewing progress, discussing outcomes and contributing their views and aspirations as part of the graduated approach of Assess, Plan, Do, Review.
- We encourage parents and carers to contact the school whenever they have questions or concerns, as we believe that working together enables us to provide the most effective support for every child.

We value parents and carers as partners and are committed to ensuring that communication is open, responsive and centred around the needs of each child.

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

At Downview Primary School, we are committed to providing an inclusive, ambitious and accessible curriculum that enables all pupils to achieve their full potential. High-quality adaptive teaching and Ordinarily Available Inclusive Provision (OAIP) form the foundation of our approach, ensuring that teaching is responsive to the diverse strengths, needs and learning styles of all children.

- All teachers are responsible for providing high-quality adaptive teaching and planning learning opportunities that take account of individual needs, strengths and starting points.
- A range of reasonable adjustments, teaching strategies, scaffolds, visual supports, practical resources and assistive technologies may be used to help pupils access the curriculum and participate fully in learning.
- Teaching is adapted to remove barriers to learning and ensure that pupils can experience success, develop independence and make progress within the classroom environment.
- Where appropriate, additional adult support may be provided within lessons, through targeted small-group work or, in exceptional circumstances, through individual support programmes.
- Pupils receiving SEND Support may have an **Individual Learning Plan (ILP)** which outlines their strengths, areas of need, agreed outcomes, support strategies, reasonable adjustments and provision. These plans are reviewed regularly through the graduated approach of Assess, Plan, Do, Review (APDR).
- Where a child requires additional intervention, targeted programmes may be delivered to develop specific skills such as communication and interaction, literacy, numeracy, social understanding, emotional regulation or independence. These interventions are regularly reviewed to ensure they are having a positive impact.
- For pupils with more complex or significant needs, an individually adapted curriculum may be implemented where appropriate to ensure learning is meaningful, accessible and aligned with the child's developmental stage and long-term outcomes.
- Where a pupil has an **Education, Health and Care Plan (EHCP)**, the provision, outcomes and support specified within the plan are implemented and reviewed regularly in partnership with parents/carers and relevant professionals.
- We carefully monitor each child's progress, wellbeing and participation to ensure that support remains effective and continues to meet their changing needs.

Our aim is to ensure that every child is able to access learning, participate fully in school life and develop the confidence, skills and independence needed to achieve the best possible outcomes.

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

At Downview Primary School, we carefully monitor the progress, attainment, wellbeing and participation of all pupils to ensure they are making progress and receiving the support they need. We believe that regular assessment, effective communication and strong partnership working with parents/carers are essential in helping every child achieve their potential.

- Children's progress is monitored through ongoing teacher assessment, observations, curriculum assessments and reviews of wellbeing, engagement and participation in school life.
- We track attainment and progress against age-related expectations and individual starting points to ensure that pupils are making appropriate progress and that any emerging concerns are identified at the earliest opportunity.
- Regular pupil progress meetings are held between Class Teachers, Senior Leaders and the SENCO to review attainment, progress and the effectiveness of current provision. These discussions help to identify any barriers to learning and determine what additional support or adjustments may be required.
- For pupils receiving SEND Support, progress is monitored through the graduated approach of Assess, Plan, Do, Review (APDR) to ensure that support remains appropriate and effective.
- The effectiveness of interventions, support programmes and reasonable adjustments is regularly reviewed and adapted where necessary to maximise impact on learning and wellbeing.

We will keep you informed about your child's progress through:

- Parent Consultation meetings.
- Informal discussions, telephone calls, emails and additional meetings where required.
- Reviews of Individual Learning Plans (ILPs) and SEND support arrangements.
- Annual written reports detailing your child's attainment, progress and achievements.
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP).
- Meetings with the SENCO and other relevant professionals when appropriate.

We value parents/carers as key partners and encourage ongoing communication so that we can work together to celebrate successes, address concerns and ensure that every child receives the support they need to thrive.

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

At Downview Primary School, we believe that parents and carers play a vital role in their child's education and development. We value parents as partners and are committed to working collaboratively with families to ensure that every child receives the support they need to achieve their full potential. We aim to maintain open, honest and supportive communication and provide parents with the information, advice and guidance needed to support learning both at home and at school.

We support parents and carers in a variety of ways, including:

- Regular discussions during Parent Consultation meetings to review progress, celebrate successes and discuss any concerns or next steps.
- Face-to-face meetings, telephone conversations, virtual meetings and email communication where appropriate.
- Opportunities to contribute to Individual Learning Plan (ILP) reviews and discussions regarding outcomes, support strategies and future provision.
- Ongoing communication with your child's Class Teacher and the Lisa Jackson, regarding your child's strengths, needs, progress and support.
- Additional meetings where necessary to discuss SEND support, assessments, referrals, transitions or any concerns regarding your child's wellbeing or progress.
- Parent workshops, information sessions and curriculum events designed to help families understand how learning is taught and how it can be supported at home.
- Feedback, reports and guidance from external professionals and specialist services involved in supporting your child, such as Speech and Language Therapists, Educational Psychologists or Occupational Therapists.
- Signposting to the West Sussex Local Offer, SENDIAS and other organisations that provide information, advice and support for children and young people with SEND and their families.
- Newsletters, website updates and information about services, support and SEND-related events.
- Knowledge organisers, curriculum overviews and learning resources published on the school website to help parents understand what their child is learning and how they can support this at home.
- Advice and practical strategies that can be used at home to reinforce learning, develop independence and support your child's individual needs.

We recognise that every family's circumstances are different and aim to work flexibly and collaboratively with parents and carers. By sharing information, listening to concerns and celebrating progress together, we can provide the best possible support for each child and help them thrive both in school and beyond.

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

At Downview Primary School, we recognise that a child's wellbeing is fundamental to their ability to learn, develop and thrive. We are committed to supporting the social, emotional, mental and physical wellbeing of all pupils and understand that some children may require additional support to help them feel safe, confident, included and ready to learn. ,

- Your child's Class Teacher has overall responsibility for their pastoral care, wellbeing and day-to-day support within the classroom. They will work closely with parents/carers and other staff to ensure that children feel valued, included and supported.
- The school's SENCO, Lisa Jackson, is available to provide advice and guidance regarding pupils' wellbeing, SEND needs and access to additional support where required.
- We promote positive mental health, emotional wellbeing and resilience through our PSHE curriculum, assemblies, class discussions and wider school ethos. These opportunities help children develop self-awareness, confidence, healthy relationships and strategies for managing emotions.
- Where additional support is needed, referrals may be made to the Mental Health Support Team in Schools (Thought-Full), which can provide targeted interventions and support for children experiencing emotional or mental health difficulties.
- The school works collaboratively with a range of external agencies and professionals to support pupils' wellbeing and development. These may include:
 - School Nursing Team
 - Early Help
 - Play Therapists

- CAMHS (Child and Adolescent Mental Health Services)
 - Other relevant health, education or social care professionals as appropriate.
- We recognise that some pupils with SEND may require additional support to access learning, communicate their needs or manage social and emotional challenges. Reasonable adjustments and tailored support are put in place where needed to ensure that all pupils can fully participate in school life.
- Downview Primary School has clear procedures for the administration and management of medicines both on and off the school site. Designated members of staff oversee the safe administration of medication in accordance with school policy.
- Parents/carers should inform the school if medication has been prescribed to be taken during the school day so that appropriate arrangements can be put in place.
- Where a child has a medical condition, an Individual Healthcare Plan may be developed in partnership with parents/carers and relevant healthcare professionals to ensure that their needs are safely and effectively met.
- Staff receive relevant training and updates to ensure they have the knowledge and confidence to support individual medical conditions, health needs and wellbeing requirements.
- Risk assessments are completed where necessary to ensure that children can access learning, educational visits and wider school activities safely and successfully. These are developed in consultation with parents/carers and relevant professionals where appropriate.

Our aim is to ensure that every child feels safe, supported, included and able to participate fully in school life. We work closely with pupils, families and external professionals to promote positive wellbeing and ensure that children receive the support they need to flourish both academically and personally.

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

At Downview Primary School, we recognise that some pupils may require support beyond that which can be provided through ordinarily available inclusive provision and school-based SEND support alone. We work collaboratively with a wide range of education, health and social care professionals to ensure that pupils and families can access specialist advice, assessment and intervention when required. The involvement of external agencies is considered on an individual basis and is discussed with parents/carers as part of the graduated approach to SEND support.

Depending on individual needs, support and advice may be accessed from:

- School Nursing Team
- Early Help and Family Support Services
- Children's Services
- Speech and Language Therapy Services
- Occupational Therapy
- Physiotherapy Services
- Educational Psychology Service
- Autism and Social Communication Team
- Learning and Behaviour Advisory Team
- Sensory Support Team for children with hearing, visual or multi-sensory needs
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team in Schools (Thought-Full)
- Child Development Centre (CDC) and relevant paediatric services
- Play Therapists and other therapeutic services where appropriate
- Early Years Advisory Team to support children transitioning into school and those with emerging needs in the Early Years Foundation Stage
- Young Carers Services
- Therapeutic and enrichment opportunities such as Forest School, nurture-based approaches and other targeted interventions where appropriate
- Alternative Provision placements where this is considered beneficial in meeting a pupil's needs
- Winston's Wish and other bereavement support services where appropriate
- EMAT (Ethnic Minority and Traveller Achievement Team), who support pupils with English as an Additional Language (EAL) and children from Traveller communities

We value the expertise of external professionals and work in partnership with families to ensure that specialist advice is translated into effective support within the classroom and across the wider school

environment. Our aim is to provide joined-up, person-centred support that enables pupils to make progress, participate fully in school life and achieve positive outcomes.

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

At Downview Primary School, we recognise that high-quality professional development is essential in ensuring that all staff have the knowledge, skills and confidence to meet the diverse needs of pupils effectively. Training is regularly reviewed and planned in response to the needs of pupils within our school, developments in SEND practice and current national guidance.

Our SENCO, Lisa Jackson, holds the National Award for SEN Coordination and works closely with school leaders to identify staff training needs and promote inclusive practice across the school.

Staff have accessed a range of training and professional development opportunities, including:

- SEND leadership and coordination, including the National Award for SEN Coordination.
- Therapeutic Thinking, attachment awareness and trauma-informed approaches.
- Supporting speech, language and communication needs, including programmes such as the Nuffield Early Language Intervention (NELI), Colourful Semantics and speech sound development.
- Phonics and early reading interventions, including Song of Sounds training.
- Autism awareness and strategies to support pupils with communication, interaction and sensory needs.
- Understanding sensory processing differences and supporting sensory needs within the classroom.
- Supporting pupils with social, emotional and mental health needs.
- Behaviour support and inclusive classroom practice.
- Counselling skills and approaches that support pupil wellbeing.
- Use of specialist programmes and resources, including Lexia and Widgit.
- Bereavement awareness and support, including training from Winston's Wish.
- Safeguarding training, including awareness of the additional vulnerabilities that some pupils with SEND may experience.
- Medical training, including Epipen administration, epilepsy awareness and the management of specific medical conditions.

In addition to formal training, staff regularly work alongside external professionals, specialist teachers and therapists to develop their expertise and ensure that recommended strategies are implemented effectively within the classroom.

We are committed to developing a highly skilled workforce and promoting inclusive practice across the school so that all pupils, including those with SEND, can participate fully, make progress and achieve positive outcomes.

We recognise the importance of professional development for all staff.

- Lisa Jackson holds the National SENCO Award
- Therapeutic Thinking – attachment and trauma awareness
- Quality First Teaching
- Speech and Language Support e.g Using the Nuffield Early Intervention Programme (NELI), Colourful Semantics, sound production.
- Song of Sounds – Phonics training
- Anaphylaxis Training
- Asthma Awareness
- Epilepsy Awareness
- Autism and ADHD Awareness
- Lexia Training
- Widgit Training
- Understand and managing behaviour
- Safeguarding

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

At Downview Primary School, we are committed to ensuring that all pupils, including those with SEND, are fully included in all aspects of school life. We believe that educational visits, extracurricular activities, enrichment opportunities and residential experiences play an important role in developing confidence, independence, social skills and a sense of belonging. We work proactively to remove barriers to participation and make reasonable adjustments wherever possible so that all children can access and enjoy these opportunities.

- All educational visits, trips and enrichment activities are carefully planned and risk assessed, taking into account the needs of the group as well as the individual needs of pupils attending. Staff consider any reasonable adjustments that may be required to enable participation and promote success.
- We make reasonable adjustments and provide appropriate support to ensure that pupils with SEND can participate fully in visits, clubs, sporting events, residential experiences and wider school activities wherever possible, whilst maintaining the safety and wellbeing of all children.
- The accessibility and suitability of venues, activities and learning environments are considered in advance and discussed with external providers where necessary.
- Where appropriate, additional planning meetings may be held with parents/carers, school staff and external professionals to identify any adaptations, support arrangements or medical considerations required for a child to participate successfully.
- Additional support, specialist equipment, resources or staffing arrangements may be provided where necessary to enable pupils to access activities safely and confidently.
- Information about educational visits and residential experiences is shared with parents/carers in advance, allowing time to discuss individual needs, raise questions and work collaboratively with the school to identify any reasonable adjustments that may be required.
- In some circumstances, parents/carers may be invited to support activities or visits where this is felt to be beneficial in meeting a child's individual needs and ensuring a positive experience.
- We regularly review our arrangements to ensure that pupils with SEND are able to participate in the activities of the school alongside their peers and enjoy the same opportunities for learning, achievement and personal development.

Our aim is for every child to feel included, valued and able to participate fully in the wider life of the school. Through careful planning, partnership working and reasonable adjustments, we strive to ensure that all pupils can access the same enriching experiences and opportunities as their peers.

10. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

At Downview Primary School, we are committed to providing an inclusive, accessible and welcoming environment where all pupils can participate fully in school life. We recognise that every child is unique and work closely with families and professionals to identify and remove barriers to learning, participation and independence. Through reasonable adjustments, accessible resources and inclusive practice, we aim to ensure that all pupils can access the curriculum, the physical environment and the wider opportunities available within our school.

- We are happy to discuss individual access requirements and work in partnership with parents/carers and external professionals to identify and implement appropriate support and reasonable adjustments.
- Accessibility is considered when allocating classrooms and learning spaces to ensure pupils can access their learning environment safely, comfortably and effectively.
- We consider the sensory, communication, physical and medical needs of pupils and can adapt the learning environment where appropriate. This may include adjustments for pupils with hearing impairments, visual impairments, sensory processing differences or physical disabilities.
- The school provides a range of reasonable adjustments, specialist resources and assistive equipment to support pupils in accessing learning and participating fully in school life.
- The Downview Primary School site is wheelchair accessible and includes disabled toilet facilities, including facilities suitable for pupils who may require changing support.
- The Key Stage 1 area is situated on a single level with ramped access where required, and the Allen Building includes lift access to the first floor.
- We work closely with specialist external services, including the Sensory Support Team, Occupational Therapists and other professionals, to ensure that pupils can access the learning environment as independently as possible.
- Accessible information and communication methods can be provided where required to support pupils, parents/carers and visitors.

- We work with EMAT (Ethnic Minority Achievement Team) to support pupils with English as an Additional Language and children from Traveller communities, helping to ensure equitable access to learning and school life.
- Further information about how we continue to improve access for pupils with disabilities can be found in our Accessibility Plan, available on the school website.

Our aim is to ensure that every pupil feels valued, included and able to participate fully in all aspects of school life. Through strong partnerships, reasonable adjustments and a commitment to inclusive practice, we strive to create an environment where every child can thrive and achieve their full potential.

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

At Downview Primary School, we recognise that successful transitions are essential to a child's wellbeing, confidence and future success. We work closely with pupils, families, schools, settings and external professionals to ensure that transitions are carefully planned, personalised where necessary and as smooth and positive as possible.

We support transition in a variety of ways, including:

- Close liaison with nurseries, pre-schools and previous schools to gather information about each child's strengths, needs, interests and support requirements before they join our school.
- Working in partnership with parents/carers, previous settings and external agencies to identify any support that may be required before a child starts at Downview.
- Transition arrangements for all pupils, including a Transition Day in the summer term where children meet their new teacher, visit their new classroom and become familiar with their new learning environment.
- Information for pupils and families about their new year group, staff team, curriculum and classroom routines through our annual transition arrangements and Moving-On materials.
- Opportunities for parents/carers to meet staff and discuss any questions or concerns relating to the transition process.
- Additional transition visits for pupils with SEND or those who may find change more challenging. These visits help children become familiar with key members of staff, routines and learning environments before the transition takes place.
- Personalised transition support, which may include social stories, transition booklets, visual supports, photographs of staff and classrooms, and opportunities to practise new routines in advance.
- Careful sharing of information between schools and settings to ensure that support strategies, SEND records, provision plans and relevant documentation are transferred appropriately and understood by receiving staff.
- Enhanced transition planning for pupils with more complex needs, including those with an Education, Health and Care Plan (EHCP). This may involve additional meetings, transition reviews, visits and collaborative planning with parents/carers, receiving schools and external professionals.
- Close partnership working with secondary schools to ensure that pupils moving to Year 7 are well prepared and that receiving staff have a clear understanding of their strengths, needs and successful support strategies.
- Individualised transition programmes where necessary to ensure that children feel confident, secure and ready for the next stage of their education.

We understand that transitions can be both exciting and challenging. By working closely with pupils, families and professionals, we aim to ensure that every child experiences a positive transition and feels confident, supported and ready to succeed in their new environment.

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

At Downview Primary School, we are committed to ensuring that available resources are used effectively and equitably to meet the needs of pupils with SEND. Resources and provision are allocated according to individual need and are regularly reviewed to ensure that support is having a positive impact on pupils' progress, wellbeing, participation and outcomes. ,

- The school receives funding to support pupils with SEND and uses this funding to provide high-quality inclusive provision, targeted interventions, additional staffing, specialist resources and access to external professional advice where appropriate.
- We have a skilled team of Teaching Assistants who work alongside Class Teachers to provide targeted support, deliver interventions and help pupils access learning and school life successfully. Support is planned carefully to complement, rather than replace, high-quality classroom teaching.
- Specialist advice and support may be commissioned from external agencies and professionals where a pupil requires provision beyond that ordinarily available within school.
- Where appropriate, pupils may access specialist equipment, assistive technology and personalised resources to support their learning, independence and participation. This may include items such as adapted seating, writing aids, laptops, sensory resources or other equipment recommended by professionals.
- The deployment of staff, resources and funding is overseen by the SENCO, the Headteacher and the Governing Board to ensure that provision is effective, represents good value and is responsive to pupils' identified needs.
- Resources are allocated on the basis of need rather than diagnosis. Decisions are informed by assessment information, professional advice, pupil progress, wellbeing, participation and the outcomes identified through the graduated approach of Assess, Plan, Do, Review.
- Pupils with the most complex needs may require more intensive levels of support, specialist interventions, additional adult assistance or provision specified within an Education, Health and Care Plan (EHCP).
- The effectiveness of SEND provision and the use of resources are regularly monitored and evaluated to ensure that support continues to meet pupils' changing needs and helps them achieve the best possible outcomes.

Our aim is to ensure that every pupil receives the support they need to thrive academically, socially and emotionally, whilst promoting independence, confidence and full participation in school life

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

At Downview Primary School, decisions about the level and type of support a child receives are made through close collaboration between the Class Teacher, SENCO, parents/carers and, where appropriate, the child themselves. We use a person-centred approach to ensure that support is tailored to each pupil's individual strengths, needs, aspirations and outcomes.

- Decisions are informed by a range of evidence, including teacher assessments, progress data, classroom observations, pupil voice, parental views and advice from external professionals where appropriate.
- The level of support provided is reviewed regularly through the graduated approach of Assess, Plan, Do, Review (APDR). This helps us evaluate the effectiveness of current provision and identify any adjustments that may be needed.
- Support is matched to identified need rather than diagnosis. As every child is unique, the type and level of provision will vary depending on the individual barriers to learning, participation and wellbeing that a child experiences.
- A range of support may be provided, including high-quality adaptive teaching, reasonable adjustments, targeted interventions, specialist programmes, additional resources, small-group support or, where appropriate, individual support.
- Where specialist advice has been sought, recommendations from external professionals will be considered when planning and reviewing support.
- The SENCO works closely with Class Teachers to monitor the impact of provision and ensure that resources are deployed effectively to meet pupils' changing needs.
- For pupils with an Education, Health and Care Plan (EHCP), the provision, outcomes and support arrangements specified within the plan will be implemented and reviewed regularly in partnership with parents/carers and relevant professionals.
- Parents/carers are involved throughout the process and are encouraged to share their views, concerns and aspirations to help ensure that provision remains appropriate and effective.

Our aim is to provide the right support, at the right time, for the right reason, enabling every child to make progress, develop independence and participate fully in school life.

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

At Downview Primary School, we regularly assess, monitor and review the effectiveness of SEND provision to ensure that support is helping pupils to make progress, develop independence, improve wellbeing and achieve positive outcomes. We work closely with pupils, parents/carers and staff to evaluate the impact of provision and make any necessary adjustments through the graduated approach of Assess, Plan, Do, Review (APDR).

- The effectiveness of interventions, support strategies and Individual Learning Plans (ILPs) is reviewed regularly to evaluate their impact on a child's progress, participation, confidence and wellbeing.
- Progress towards agreed outcomes and targets is monitored through ongoing assessment, classroom observations, intervention reviews, pupil progress meetings and discussions with parents/carers.
- Where a child is not making the expected progress, provision will be reviewed and adapted. This may include refining strategies, adjusting outcomes, introducing alternative interventions or seeking additional specialist advice.
- New outcomes and targets are agreed as children make progress, ensuring that support continues to meet their changing needs and promotes continued development.
- For pupils with an Education, Health and Care Plan (EHCP), progress towards outcomes is formally reviewed through the Annual Review process, involving parents/carers, school staff, the pupil and relevant professionals.
- The views of the child, parents/carers, Class Teacher and SENCO are all considered when evaluating the effectiveness of support and planning next steps.
- Parents/carers will receive regular feedback through review meetings, parent consultations, reports, informal discussions and ongoing communication with school staff.
- Where a pupil has made sustained progress and no longer requires SEND provision that is additional to or different from that provided through high-quality adaptive teaching and ordinarily available inclusive provision, a discussion may take place with parents/carers about whether SEND Support remains required. Any decision will be made collaboratively and based on a range of evidence.

Our aim is to ensure that every child receives effective support that enables them to thrive academically, socially and emotionally. By regularly evaluating provision and listening to the views of pupils and families, we can ensure that support remains responsive, meaningful and focused on achieving the best possible outcomes.

16. HOW CAN I BE INVOLVED IN DOWNVIEW SCHOOL?

At Downview Primary School, we value parents and carers as key partners in their child's education. We believe that strong relationships between home and school help children to feel supported, confident and successful. We actively encourage parents and carers to become involved in school life and to work alongside us in supporting their child's learning, development and wellbeing.

There are many ways in which parents and carers can become involved in our school community, including:

- Attending Parent Consultation meetings, SEND review meetings and other opportunities to discuss your child's progress, wellbeing and development.
- Attending sharing assemblies, church services, performances, celebrations and other school events throughout the year.
- Participating in curriculum information sessions, workshops and parent events, such as phonics, reading and mathematics workshops, which provide practical strategies for supporting learning at home.
- Attending transition events and open days to help support your child's move into a new class, key stage or school.
- Supporting the work of Friends of Downview through fundraising and community events, including activities such as the Summer Fair, discos and family events.
- Volunteering within school, where appropriate, to support learning activities, listen to children read or assist with events and projects.
- Sharing your views and experiences through parent questionnaires, surveys, meetings and informal discussions, helping us to continually improve our provision and strengthen our partnership with families.
- Working alongside staff to support agreed strategies, outcomes and targets for your child, ensuring consistency between home and school wherever possible.
- Celebrating your child's achievements, sharing successes and maintaining regular communication with school staff to help us understand your child's strengths, interests and aspirations.

We are committed to building positive partnerships with families and welcome the valuable contribution that parents and carers make to our school community. By working together, we can help every child to feel included, achieve their potential and thrive both academically and personally.

17. WHO CAN I CONTACT FOR FURTHER INFORMATION?

At Downview Primary School, we are committed to working in partnership with pupils, parents/carers and professionals to ensure that every child receives the support they need to thrive. If you have any questions or concerns about your child's progress, wellbeing or SEND provision, we encourage you to contact us so that we can work together to provide the most appropriate support.

You may wish to contact:

- Your child's **Class Teacher**, who is usually the first point of contact for any concerns regarding progress, learning, wellbeing or development. They can discuss support strategies and any adjustments being made within the classroom.
- Your child's **Year Group Leader**, who can provide additional advice and support where appropriate.
- Lisa Jackson, **SENCO**, who can provide further information about SEND provision, assessments, referrals, the graduated approach, Individual Learning Plans (ILPs) and Education, Health and Care Plans (EHCPs).
- Mrs Purkis, **Headteacher**, or Mrs Hawkins, **Deputy Headteacher**, should you require further support or wish to discuss wider school provision.

Additional sources of information and support include:

- The school's **SEND Policy**, **SEND Information Report** and **Accessibility Plan**, which are available on the school website.
- The West Sussex Local Offer, which provides information about education, health and social care services available for children and young people with SEND and their families: www.westsussex.gov.uk/local-offer/
- SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support Service), which offers impartial information, advice and support for parents, carers and young people: send.ias@westsussex.gov.uk
- Independent parent support services and local organisations that provide advice, guidance and advocacy for families of children with SEND. Information about these services can be found through the West Sussex Local Offer.

We hope that this information report has answered many of your questions. However, if you would like further information, advice or support, please do not hesitate to contact us. We value strong partnerships with families and are always happy to discuss how we can work together to support your child to achieve their full potential.