

AMBERLEY C.E. PRIMARY SCHOOL

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Enabling every child to
thrive and succeed

SEND Information Report

Amberley C of E Primary is a small, inclusive primary school where we aim to support all children, regardless of any individual need. Our caring, collaborative ethos means we strive to provide extra help for any child within our community, be it for emotional, social, academic, physical or mental health needs. Amberley C of E Primary is a member of the Arun Villages Federation and we are part of the Rother Valley locality network; working closely with local schools enables us to ensure best practice.

As set out in the SEN Code of Practice (2015), all schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs or disabilities (SEND).

<p>Who do you contact to talk about special educational needs and disability provision at our school?</p>	<p>Mrs. Lucy Brownbill is our named SENDCo and Inclusion Manager. You can contact her directly by email at inclusionmanager@arunvillagesfederation.com</p> <p>You can also call the school office, on 01 798 831612 to arrange to speak with Mrs. Brownbill.</p> <p>Mrs. Brownbill has achieved the National Award for Special Educational Needs Co-ordination.</p> <p>Mrs. Lizzie Martin, our Executive Head Teacher, and Mr. Richard Charman, our Chair of Governors, are happy to be included in discussions about SEND provision, when beneficial.</p>
<p>What kinds of special educational needs and disabilities do we provide for?</p>	<p>Amberley C of E Primary is an inclusive, mainstream primary school. We support children in all four areas of SEN (as listed in the SEND Code of Practice (2015)): Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health and Physical and/or Sensory needs.</p> <p>We welcome all children and will strive to make the reasonable adjustments needed to ensure all children with special educational needs or disabilities can flourish at our school. We support families in need, looked after children, young carers, gifted and talented children and those children who may be at risk of exclusion.</p>
<p>How do we identify if your child may have a special educational need or disability?</p>	<p>At Amberley C of E Primary we use the definition of SEN from the SEN Code of Practice (2015): "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."</p> <p>If your child is starting our school with possible SEND, we will have initial discussions with yourselves and previous educational and health professionals that have been involved in your child's journey so far. We will listen, ask questions, read all reports or information we are given and ensure that you feel heard and understood. We will arrange visits to school, so you and your child can meet staff and experience our setting.</p> <p>SEND can present at any point in a child's educational career and our teachers are responsible for monitoring every child's progress to notice anything that might indicate SEND. If SEND is a possibility, your child's class teacher will chat with yourself and Mrs.</p>



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	<p>Brownbill, the SENDCo, to decide what the best next steps are. These may include extra provision, assessments or advice from external support services and organisations.</p> <p>We hold termly 'pupil progress meetings' where the Executive Head Teacher, Class Teacher and SENDCo meet to discuss all pupils. If there is a concern regarding progress, you will be contacted and we will move forward with next steps, as above.</p>
If we believe your child may have a special educational need or disability, how do we assess their needs?	We will chat with yourself and your child to form a rounded, holistic picture of the situation and concerns. We will use the 'Assess, Plan, Do, Review' process to build up a clear picture of their strengths, needs, barriers to learning and adaptations that help them to progress. We may use in school assessments or call on the expertise of outside agencies such as Speech and Language, Autism Social Communication Team, Learning Behaviour Advisory Team, School Nurse, Early Help and Educational Psychologist.
How do we teach children with special educational needs or disabilities?	<p>All children at Amberley C of E Primary, regardless of their SEND need, will receive quality first teaching from their class teacher; classroom strategies that are good for children with SEND are beneficial for all children.</p> <p>For children identified as having SEND, we will seek your permission for them to be added to our SEN Register. Each child on the SEN Register will have a personalised learning plan (PLP) in place that identifies their strengths, areas of need and specific targets to help them progress. Class Teachers will help the children work towards their targets, often supported by our highly skilled teaching assistants in a small group or 1:1.</p>
What adaptations are made to our curriculum and learning environment to support children with special educational needs and disabilities?	<p>Every child is an individual and the degree of adaptation required will vary from child to child. Our Quality First Teaching provides a consistent approach to help all children access the curriculum. Adaptations that we often use are: small, mixed groups, peer collaboration, 1:1 support, quiet spaces for working, access to a calm space, individual tables, technology aids and individual visual timetables, brain breaks and movement breaks, fidget resources to aid concentration, checklists and visual aids. All adaptations will support access to the curriculum.</p> <p>Work will be carefully planned and appropriately scaffolded to ensure your child can enjoy a broad and balanced curriculum. All our curriculum subject leaders monitor and share best practice in adaptations used to make each subject area accessible for all children at our school.</p>
How do we ensure all children, with or without special educational needs and disabilities, can engage in available school activities together?	<p>Amberley C of E Primary is an inclusive school and we work hard to ensure our after-school, extra-curricular activities are available to all. We have experienced staff running our after-school sports clubs and our teachers may also run alternative clubs. The clubs available will change, such as: Lego, Magazine, Chess and Magic club, but they will always be inclusive and accessible for all children at our school.</p> <p>For every school trip, all children are supported so they can attend and enjoy the trip. All necessary checks and risk assessments will be in place to ensure every child can access and fully participate in the activity, this may include: pre-trip discussions with visuals, clear timetables for the trip, additional adult support, adaptations to the trip itinerary.</p>
How are you, the parents or carers, kept involved in your child's education?	<p>You are an integral part of the success of your child's educational journey and we will strive to involve you through regular meetings and updates such as: informal discussions, email conversations, parent consultation meetings, progress reviews of PLPs and written reports. We are always happy to be contacted with any questions or concerns and will happily arrange extra meetings or phone calls as necessary.</p> <p>Through the graduated approach of Assess, Plan, Do, Review cycles, we will use your information and thoughts to inform our provision for your child. You will be invited to attend a termly review to discuss progress and your child's next steps.</p>



<p>How will we involve your child in discussions and decisions about their education?</p>	<p>In an age-appropriate way, we will involve your child in regular reviews and discussions about their wishes, worries, what is working well and where they feel they need more help. Your child will be helped to understand their targets and consider what are the best ways of working towards these targets for them.</p>
<p>How are your child's targets and outcomes reviewed?</p>	<p>Using the graduated approach of Assess, Plan, Do, Review, the targets on your child's personalised learning plan (PLP) will be reviewed at least once a term. You will be invited to attend these meetings with the Class Teacher and SENDCo.</p> <p>At the review, we will discuss progress, what has gone well and what has felt difficult or challenging. We will consider if the target has been achieved and how secure your child is at this skill. We will discuss next steps and new targets within a realistic perspective of understanding the whole child and what is impacting them at the time.</p>
<p>How will your child be supported through the transitions of different phases of their education?</p>	<p>We understand that transitions are key to your child feeling safe and successful during their educational journey.</p> <p>On starting at Amberley C of E Primary, we will offer extra meetings and visits to ensure that you and your child feel heard and understood. Your child will be able to meet key staff and spend time in our setting. We will discuss with you the best approach for first visits and will adapt these to your child's needs e.g. the first visit may be after school, when there are less children in school, to get used to the environment first. We will provide pictures of key transition information to help your child feel secure as they start at Amberley C of E Primary School.</p> <p>As your child progresses from KS1 to KS2, they will be supported to have extra visits to their new classroom and understand where they will keep their belongings etc. As we are a small school, all children become very familiar with the whole school very quickly. At the start of each academic year, your child will have the opportunity to visit their new classroom and teacher when it is quiet. This will help them to feel more settled following the long summer holiday.</p> <p>In Year 6, lots of time is given to talking about feelings around transition to secondary school. Our SENDCo will liaise with yourself and the SENDCo at your child's new Secondary School to ensure all key information is passed over. We will work hard to secure extra visits to their new setting, to make the transition as smooth as possible.</p>
<p>What expertise do our staff have to best support children with special educational needs and disabilities?</p>	<p>All staff at Amberley C of E Primary take part in regular training as part of their Continued Professional Development. This may be through weekly staff development meetings, INSET days or by attending outside courses. Recently, we have had whole school training on supporting pupils with ASD, Sensory Needs, Dyslexia, ways to adapt the curriculum and strategies to improve quality first teaching.</p> <p>Some of our teaching assistants have undertaken extra specific training to be able to provide additional provision: Emotional Literacy Support Assistant (ELSA), Speech and Language Therapy, Lego Therapy.</p>
<p>How do we support and promote emotional and social development at school?</p>	<p>At Amberley C of E Primary, we are passionate about the social and emotional development of our children, recognising how key this is to success in later life. We are implementing the 'Zones of Regulation' school wide, providing a common language for staff and students to talk about their emotions.</p> <p>Our Arun Villages Federation values of: Respect, Positivity, Kindness, Honesty and Teamwork pervade our everyday work in school, fostering development of these core abilities.</p> <p>At the heart of our Arun Villages Federation vision is caring for everyone, ourselves and others. We embrace celebrating everyone's uniqueness and developing secure self-confidence.</p>



<p>How do we ensure that our provision for special educational needs and disabilities is effective?</p>	<p>Using the Assess, Plan, Do, Review approach allows us to regularly review and consider if the adaptations and provision in place are supporting your child to make progress. We will have regular review meetings to consider whether your child is meeting or exceeding their targets. At these termly meetings, we will assess the impact of any adaptations or interventions to decide if they are effective for the individual child.</p> <p>The SENDCo, class teachers and teaching assistants keep regular records of your child's work towards their targets and these records will be analysed by the SENDCo to ensure provision is effective.</p> <p>The school SEND Information Report will be reviewed annually to ensure that what we are offering reflects current 'best practice'. New and up to date information from training and outside agencies will be shared with and implemented by staff.</p>
<p>How are outside agencies used to support children with special educational needs and disabilities?</p>	<p>We have good, supportive links with a range of outside agencies who we will contact to ask for specific advice and support. Some of the agencies we currently work with are: Speech and Language Therapy (SALT), Learning, Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT), School Nursing team, Occupational therapists, Educational Psychologists, Early Help, Single Point of Access and Play Therapists.</p> <p>We may have meetings, often involving the parents or carers, either online or face-to-face to gather advice and strategies that we can implement to support your child. Our SENDCo will also maintain contact with these agencies through email and telephone conversations.</p>
<p>Where can you access more information and support from West Sussex?</p>	<p>West Sussex have a fabulous 'Local Offer' website which can help you to find out about local services, events and support available for children and young people who have special educational needs or disabilities.</p> <p>West Sussex Local Offer (local-offer.org)</p> <p>You can also access information and guidance from the SENDIAS website West Sussex SENDIAS Service, and the UK wide IPSEA website (IPSEA) Independent Provider of Special Education Advice</p> <p>For information and advice from the perspective of a parent or carer with a child with special educational needs or disabilities, the Reaching Families website is very helpful. https://www.reachingfamilies.org.uk/</p>
<p>What do you do if you have a complaint about provision for special educational needs and disabilities at our school?</p>	<p>In the first instance, please speak with your child's class teacher as soon as you have any worries or concerns. Class teachers are often available for a quick chat at the end of the day, but if you'd like to have longer to express your concerns, please either email the class email address or phone the school office to arrange a meeting.</p> <p>If you are not satisfied with the outcome of the meeting, please contact our SENDCo, who will spend time with you to try to resolve your concerns. If beneficial, the class teacher and/or the Executive Head Teacher may also be present at this meeting.</p> <p>If, following these meetings, you wish to make a complaint please follow our school complaints procedure that can be found on our school website. Complaints procedure</p> <p>If you are unhappy with the way a complaint about special educational needs and disabilities provision has been dealt with, you can contact the local authority for support. Compliments, Concerns and Complaints about a school (local-offer.org)</p>



	<p>If your child has an EHCP and you have a specific complaint about the plan, its content or procedures, please contact the local authority in accordance with the SEND Code of Practice (2015).</p> <p>Compliments, Complaints and Comments (local-offer.org)</p>
Links with other policies.	<p>This SEND Information Report links to the following Policies:</p> <ul style="list-style-type: none"> • SEND Policy • Accessibility Plan • Behaviour Policy • Teaching and Learning Policy • Supporting Pupils with Medical Needs Policy

Reviewed March 2024	Reviewed by Lucy Brownbill and Lizzie Martin
Next Review due March 2025	

SEND Information Report

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<p>How do we teach children with special educational needs or disabilities?</p>	<p>All children at Amberley C of E Primary, regardless of their SEND need, will receive quality first teaching from their class teacher; classroom strategies that are good for children with SEND are beneficial for all children.</p> <p>For children identified as having SEND, we will seek your permission for them to be added to our SEN Register. Each child on the SEN Register will have a personalised learning plan (PLP) in place that identifies their strengths, areas of need and specific targets to help them progress. Class Teachers will help the children work towards their targets, often supported by our highly skilled teaching assistants in a small group or 1:1.</p>
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<p>How do we ensure all children, with or without special educational needs and disabilities, can engage in</p>	<p>Amberley C of E Primary is an inclusive school and we work hard to ensure our after-school, extra-curricular activities are available to all. We have experienced staff running our after-school sports clubs and our teachers may also run alternative clubs. The clubs available will change, such as: Lego, Magazine, Chess and Magic club, but they will always be inclusive and accessible for all children at our school.</p>



<p>available school activities together?</p>	<p>For every school trip, all children are supported so they can attend and enjoy the trip. All necessary checks and risk assessments will be in place to ensure every child can access and fully participate in the activity, this may include: pre-trip discussions with visuals, clear timetables for the trip, additional adult support, adaptations to the trip itinerary.</p>
<p>How are you, the parents or carers, kept involved in your child's education?</p>	<p>You are an integral part of the success of your child's educational journey and we will strive to involve you through regular meetings and updates such as: informal discussions, email conversations, parent consultation meetings, progress reviews of PLPs and written reports. We are always happy to be contacted with any questions or concerns and will happily arrange extra meetings or phone calls as necessary.</p> <p>Through the graduated approach of Assess, Plan, Do, Review cycles, we will use your information and thoughts to inform our provision for your child. You will be invited to attend a termly review to discuss progress and your child's next steps.</p>
<p>How will we involve your child in discussions and decisions about their education?</p>	<p>In an age-appropriate way, we will involve your child in regular reviews and discussions about their wishes, worries, what is working well and where they feel they need more help. Your child will be helped to understand their targets and consider what are the best ways of working towards these targets for them.</p>
<p>How are your child's targets and outcomes reviewed?</p>	<p>Using the graduated approach of Assess, Plan, Do, Review, the targets on your child's personalised learning plan (PLP) will be reviewed at least once a term. You will be invited to attend these meetings with the Class Teacher and SENDCo. At the review, we will discuss progress, what has gone well and what has felt difficult or challenging. We will consider if the target has been achieved and how secure your child is at this skill. We will discuss next steps and new targets within a realistic perspective of understanding the whole child and what is impacting them at the time.</p>
<p>How will your child be supported through the transitions of different phases of their education?</p>	<p>We understand that transitions are key to your child feeling safe and successful during their educational journey.</p> <p>On starting at Amberley C of E Primary, we will offer extra meetings and visits to ensure that you and your child feel heard and understood. Your child will be able to meet key staff and spend time in our setting. We will discuss with you the best approach for first visits and will adapt these to your child's needs e.g. the first visit may be after school, when there are less children in school, to get used to the environment first. We will provide pictures of key transition information to help your child feel secure as they start at Amberley C of E Primary School.</p> <p>As your child progresses from KS1 to KS2, they will be supported to have extra visits to their new classroom and understand where they will keep their belongings etc. As we are a small school, all children become very familiar with the whole school very quickly. At the start of each academic year, your child will have the opportunity to visit their new classroom and teacher when it is quiet. This will help them to feel more settled following the long summer holiday.</p> <p>In Year 6, lots of time is given to talking about feelings around transition to secondary school. Our SENDCo will liaise with yourself and the SENDCo at your child's new Secondary School to ensure all key information is passed over. We will work hard to secure extra visits to their new setting, to make the transition as smooth as possible.</p>
<p>What expertise do our staff have to best support children</p>	<p>All staff at Amberley C of E Primary take part in regular training as part of their Continued Professional Development. This may be through weekly staff</p>



<p>with special educational needs and disabilities?</p>	<p>development meetings, INSET days or by attending outside courses. Recently, we have had whole school training on supporting pupils with ASD, Sensory Needs, Dyslexia, ways to adapt the curriculum and strategies to improve quality first teaching.</p> <p>Some of our teaching assistants have undertaken extra specific training to be able to provide additional provision: Emotional Literacy Support Assistant (ELSA), Speech and Language Therapy, Lego Therapy.</p>
<p>How do we support and promote emotional and social development at school?</p>	<p>At Amberley C of E Primary, we are passionate about the social and emotional development of our children, recognising how key this is to success in later life. We are implementing the 'Zones of Regulation' school wide, providing a common language for staff and students to talk about their emotions.</p> <p>Our Arun Villages Federation values of: Respect, Positivity, Kindness, Honesty and Teamwork pervade our everyday work in school, fostering development of these core abilities.</p> <p>At the heart of our Arun Villages Federation vision is caring for everyone, ourselves and others. We embrace celebrating everyone's uniqueness and developing secure self-confidence.</p>
<p>How do we ensure that our provision for special educational needs and disabilities is effective?</p>	<p>Using the Assess, Plan, Do, Review approach allows us to regularly review and consider if the adaptations and provision in place are supporting your child to make progress. We will have regular review meetings to consider whether your child is meeting or exceeding their targets. At these termly meetings, we will assess the impact of any adaptations or interventions to decide if they are effective for the individual child.</p> <p>The SENDCo, class teachers and teaching assistants keep regular records of your child's work towards their targets and these records will be analysed by the SENDCo to ensure provision is effective.</p> <p>The school SEND Information Report will be reviewed annually to ensure that what we are offering reflects current 'best practice'. New and up to date information from training and outside agencies will be shared with and implemented by staff.</p>
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<p>Where can you access more information and support from West Sussex?</p>	<p>West Sussex have a fabulous 'Local Offer' website which can help you to find out about local services, events and support available for children and young people who have special educational needs or disabilities.</p> <p>West Sussex Local Offer (local-offer.org)</p> <p>You can also access information and guidance from the SENDIAS website West Sussex SENDIAS Service, and the UK wide IPSEA website (IPSEA) Independent Provider of Special Education Advice</p>



	<p>For information and advice from the perspective of a parent or carer with a child with special educational needs or disabilities, the Reaching Families website is very helpful. https://www.reachingfamilies.org.uk/</p>
<p>What do you do if you have a complaint about provision for special educational needs and disabilities at our school?</p>	<p>In the first instance, please speak with your child’s class teacher as soon as you have any worries or concerns. Class teachers are often available for a quick chat at the end of the day, but if you’d like to have longer to express your concerns, please either email the class email address or phone the school office to arrange a meeting.</p> <p>If you are not satisfied with the outcome of the meeting, please contact our SENDCo, who will spend time with you to try to resolve your concerns. If beneficial, the class teacher and/or the Executive Head Teacher may also be present at this meeting.</p> <p>If, following these meetings, you wish to make a complaint please follow our school complaints procedure that can be found on our school website. Complaints procedure</p> <p>If you are unhappy with the way a complaint about special educational needs and disabilities provision has been dealt with, you can contact the local authority for support. Compliments, Concerns and Complaints about a school (local-offer.org)</p> <p>If your child has an EHCP and you have a specific complaint about the plan, its content or procedures, please contact the local authority in accordance with the SEND Code of Practice (2015). Compliments, Complaints and Comments (local-offer.org)</p>
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