



Version 1 Feb 2017

This document meets the statutory requirements of Schedule 1 regulation 51.

About this Report.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the local offer on www.eastsussex.gov.uk

In this report we explain how we meet our duties towards pupils with special educational needs and disabilities.

We will review this report every year and it will involve important communication with pupils, parents and carers.

How does the school meet the needs of children with SEN and Disabilities?

The objectives of the school in making provision for pupils with special educational needs and disabilities are to combine the principles of the Code of Practice for Special Educational Needs (DfE 2014) with the school's distinctive mission as a Church of England school. Sir Henry Fermor is committed to a Christian view of the education of all the children including those with special educational needs and disabilities. The school seeks to maximise the personal and academic achievements in each child whatever their starting point. Each child is enabled to access the curriculum by removing barriers to achievement by addressing potential areas of difficulty and providing additional support. The progress of children with Special Educational Needs is kept under intensive review by the SENDCO. This is achieved by regularly reviewing assessment data, meeting with class teachers, monitoring the support and intervention that is provided by the Teaching Assistants and Inclusion Team and communication with parents.

We understand that partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Every child is an individual and the relationship between the school and parents is important in ensuring that we are able to meet the needs of your child as best we can. This does mean that there will be times when we will need to solve problems together as a team. Open communication between home and school is key to a successful parent/carer-school partnership.

The review process is carried out with the following procedure.



Assess: The child is assessed on a regular basis during their education and the outcomes are used to identify any intervention that may be required. All children are regularly assessed by their teachers. Any concerns are then further investigated through more specialist assessments.

Plan: Relevant interventions are planned to address the specific needs of the child setting measurable targets.

Do: The intervention takes place with support from the Class Teacher, Teaching Assistant and/or Inclusion Team. It may be necessary to secure expert provision from outside agencies in order to provide the child with correct provision.

Review: The child is reassessed in order to measure the impact of the intervention and this is then used to determine whether a continuation of individual support is required and fed back to parents.

How does the school identify children with Special Educational Needs?

We aim to identify children's special educational needs as early as possible so the child is able to achieve the best possible outcomes. Early intervention plays an important role in the child's success. The SENDCO has a close partnership with the Early Years team so that early identification can take place.

A pupil has SEND when their learning difficulty requires special educational provision:

Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability:

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*.

The identification and assessment of children with possible special educational needs and disabilities can take place in the following ways:

- Parental Concern
- Information from nursery provision.
- Information from the Early Years team.
- Former Schools.
- Referral Teaching and non-teaching staff.
- Screening tests
- SATS
- Outside Agency Assessments and reports
- School Health and Social Services
- Medical information

According to the SEN Code of Practice (2014) children may have one or more broad areas of special needs:

Communication and Interaction-

including speech and language difficulties and autism.

Cognition and Learning-

including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties-

including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.

Sensory and/or physical needs-

including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affects the child's day to day learning.

The SEND register has two categories of need:

The first are children with Education and Health Care Plans. These are children that require significant levels of support from within school and more than one outside agency. Education and Health Care Plans are written by the local authority. Children with an Education, Health and Care Plan, will have an Annual Review as part of the three review points throughout the year.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-education/sen/>

The second category includes children that are accessing a specialist intervention either from within the school or from an appropriate outside agency.

We believe that SEN needs should primarily be met by 'Quality First Teaching'. This is described as high quality teaching that is differentiated and personalised in order to meet the individual needs of the majority of children and young people. Some children will need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. It is the responsibility of the SENDCO to ensure that the needs of these children are met within school and this register is under constant review.

It is also sometimes necessary to secure external expert provision. We currently access a range of specialist professionals in order to meet the needs of our students' including:

- Speech and Language Therapy
- Occupational Therapy
- Specialist Teachers
- Educational Psychologists
- How specialist equipment and facilities will be secured

Accessibility Plan and learning environment:

We consult with the Local Authority, specialist professionals and parents for guidance regarding the equipment and facilities that are required to meet the needs of our students. This is reviewed

regularly and the recommended provision is planned for and implemented.

How are SEND children included in activities with other children?

We have a commitment to all pupils being included in all activities including physical activities, extracurricular activities and school trips. Through careful planning and reasonable adjustments pupils with SEND take part fully in the school's day to day activities alongside their peers and are supported to enable them to participate fully in the life of the school and in any wider community activity.

Who are the inclusion team at Sir Henry Fermor?

The SENDCO Janie Tregaskes - Special Educational Needs and Disabilities Coordinator- is responsible for managing and coordinating the support for children with special educational needs, including those who have Educational Health and Care Plans.

sendco@fermorschool.org.uk

Senior Teaching Assistant and Thrive Practitioner/ Inclusion-Jean Bowen – is responsible for running the Thrive interventions and screening children for specific learning difficulties.

Senior Teaching Assistant and Behaviour Management/Inclusion- Ania Ponitka

Higher Level Teaching Assistant/Inclusion-Emily Greenwood.

Forest School Practitioners Ania Ponitka,Emily Greenwood.

In addition the school currently has three Inclusion Teaching Assistants to support learning.

Where can I get information, advice and support?

<https://www.escis.org.uk/>

This website provides impartial advice and help for children with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

This website provides information about the East Sussex local offer specifically for children with SEND.

If you ever need to make a complaint the procedure for this can be found [here](#). (link to school complaints procedure)