POUND HILL INFANT ACADEMY

Special Educational Needs Information Report[1]

1. About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our academy meets the needs of children with SEN. It will be published on the academy website and as part of West Sussex County Council's 'local offer' (West Sussex County Council SEND Local Offer).

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report complements the University of Brighton Academies Trust Special Educational Needs and Disabilities Policy University of Brighton Academies Trust policies

We will keep this report up to date. The academy's Local Board will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the academy office.

2. Who do I contact about my child's special educational needs?

Your first point of contact at the academy is the child's class teacher.

The Additional Needs Leader (ANL) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to academy staff and work closely with parents/carers and other services that provide for children in the academy.

The key contacts at our academy are:

Executive Principal Head of School	Miss J Knock – Bravery Mrs A Watson
Additional Needs Leader	Mrs A Hillebron
Chair of the Local Board	Mr B Muirhead
Nominated Member of the Local Board for SEND	Mrs K Hayward
Designated Safeguarding Lead	Mrs A Watson
Designated Person for Looked After	Mrs A Hillebron

Children	

Contact details: 01293 873975
http://www.poundhillinfantacademy.org.uk/

3. Which children does the academy provide for?

We are an infant academy and we admit pupils aged 4 to 7 years.

We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

- **Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

- **Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of these needs can be included within our academy community. Whilst these four categories broadly identify the primary areas of need for children and young people, our academy will consider the needs of the whole child or young person and not just their special educational needs.

If you want a place at our academy for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

Our Admissions Policy is available on our website. Other useful information is available from:

- school admissions- West Sussex
- contact Pupil Admissions Office for admissions advice 033 301 42903

4. Summary of how the academy meets the needs of children with SEN and disabilities

The key aim of the University of Brighton Academies Trust and each of its academies is to help all pupils – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our academy regularly assesses all of our pupils so that we can see who has special educational needs as early as possible.

We follow an 'assess, plan, do, and review' cycle to ensure that we meet the needs of children with special educational needs.

Where a child makes less than expected progress, the class teacher, in conjunction with the ANL, assesses whether the child has SEN. Where a pupil is identified as having SEN, the academy will plan (in conjunction with the pupil and parent/carer) the child's teaching by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. The resulting SEN support plan will then be implemented, and regularly reviewed, at least three times a year.

The 'assess, plan, do, and review' cycle helps everyone to work together to continually improve the support so that the child makes good progress.

If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the academy identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes. 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.

Our academy will assess each pupil's current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher, working with the ANL, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age, However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Where it is decided to provide a pupil with SEN support, the decision will be recorded in academy records and we will formally notify parents. We are required to make data on the level and types of SEN in the academy available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEN information report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based SEN support plan is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the academy to meet the child or young person's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

6. How does the academy teach and support children with SEN?

In common with all academies in the University of Brighton Academies Trust, we set high expectations for all pupils, whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is

additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for pupils about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology
- Access to word processors
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of pupils' SEND

The quality of teaching for pupils with SEN and their progress is a core part of the Trust's performance management arrangements, and our academy's approach to professional development for all teaching and support staff.

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We will record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's or young person's progress, expected outcomes from the support and planned next steps.

SEN support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach their expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

EHC plans are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, an academy representative, a Local Authority SEN Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, the academy will endeavour to synchronise EHC plan reviews with social care reviews.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment Policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review).

Further information about our academy's curriculum for each year group is available on our website.

8. How are parents and carers involved in reviewing children's progress and planning support?

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents;
- Provide parents with the information and support necessary to enable full participation in decision making;
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- Meet with the parents of children and young people at least three times each year;
- Provide regular reports for parents on their child's progress;
- Involve parents in the regular reviews of SEN support plans and, where applicable, in the annual review of EHC plans.
- Periodically arrange Parent Workshops as appropriate for a range of areas of the curriculum and these are an informative way for helping children at home. These may for example include handwriting or phonic mornings;
- Each year group will send out termly or half termly topic webs depending on the topic being taught;
- Each child in our academy has a home – school learning log which is updated every three to four weeks and sets out the reading targets each child is currently working on at school so parents can continue this at home;
- Hold regular Parent Consultation Meetings which are a good time to discuss ways for supporting children at home;
- Send out information leaflets as appropriate to support specific learning needs;
- Facilitate meetings between parents and other agencies where applicable.
- We have an open door policy where parents work in partnership with the academy to ensure the best possible outcomes for their child

9. How are children involved in reviewing their progress and planning support?

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The following table sets out the different opportunities we have for talking to pupils about their learning:

	Who's involved?	How often?
Self assessment	Pupils, class teacher	Daily
Class Circle times	Pupils, class teacher	Regular times during the year
Pupil Voice through School Meetings	The whole class, class teacher, other members of the school community	Weekly
Pupil Voice	Pupils, class teacher, ANL	At least once a year
SEN support review meetings to discuss Individual Learning Plans	Pupils, parents, class teacher supported by ANL	At least three times a year
Annual reviews (statements and EHC plans only)	Pupils, parents, ANL, class teacher/ form tutor, support services, local authority.	Once a year

10. How will the academy prepare and support my child to transfer to a new school/ college or the next stage of education and life?

The great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. In common with all academies in the University of Brighton Academies Trust, we encourage these ambitions from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

Transition from Pre-school to our academy:

- Academy staff have strong links with pre-school providers and are able to make transition visits to pre-schools to meet pupils with additional needs.
- The ANL attends the induction evening to make her face familiar to parents of new starters and is available during play visits if parents wish to discuss concerns
- If the academy is aware of a child with specific needs joining, then the ANL will invite parents and any other key agencies involved (such as the First Team) in when appropriate to discuss needs and provision
- All children joining our academy are invited to attend school visits. Many of the children come for additional visits with their current pre – school if this is a setting which feeds into the school catchment. Children with Additional Needs are invited for additional visits if this is required.

Mid-phase admissions:

- If a child with additional needs joins our academy mid-year, a meeting will be set up between the parents and the ANL to discuss the child's individual needs. The child will then be invited to spend an afternoon with their new class before starting properly.
- If required, a staggered start can be implemented
- Training will be organised if required (and available)

Between phase, within locality (Moving from Infant to Junior School):
Strong transition arrangements for all pupils are a feature of the locality. The schools meet regularly and work together to share expertise and understanding. At times of transition between schools there is an induction programme for pupils, meetings for parents and teaching staff and handover sessions. The locality recognises that some pupils may need more support at these key transition times for a variety of reasons. This additional support may include

- Extra school visits;
- Transition books and pupil passports;
- Individualised transition plans; including transition groups to prepare pupils for change
- Additional staff training.
- Support for identified children from outside agencies such as the Social Communication Team

When parents with children with identified SEND are choosing the next school for their child, our ANL plays an active part in supporting them in this process. For example visiting schools with parents and objectively talking about what schools could offer

11. **What training do academy staff have?**

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of the University of Brighton Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

Within our academy

- All teachers in our academy have Qualified Teacher Status. Any student teachers are fully supported by experienced teachers to ensure that they are able to support children with SEND. As a Teaching School we are committed to the professional development of Newly Qualified Teachers (NQTs) who attend an induction programme during their first year of training.
- We support and encourage the development of Teachers, Learning Support Assistants and Teaching Assistants, arranging training for them when appropriate. For example staff have attended speech and language training, autism awareness training, down's syndrome training and Narrative Therapy. Future training will include positive de – escalation and attachment training.
- The academy has access to specialist services where applicable such as the Learning Behaviour Team to ensure that appropriate staff are able to support the needs of children with specific SEND
- We are committed to developing the skills of our staff in a range of different areas, linked to the needs of the children we currently have on roll.

As an academy we will always use our best endeavours to access specific training for high level, low incidence need – where available.

12. How does the academy measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

13. How accessible is the academy and how does the academy arrange equipment or facilities children need?

The University of Brighton Academies Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting students and pupils with medical conditions.

Our academy's Accessibility Plan is available on our website.

- Pound Hill Infant Academy is a modern building on one level with flat surfaces, making it accessible to all pupils. When a child with specific needs such as a wheelchair user joins our school, staff ensure that the classroom and key areas of the school are set up inclusively
- For named pupils who require specific provision we actively follow advice from outside agencies as appropriate for their needs. This could include: the Sensory Support Team, Occupational Therapist or Physiotherapist to ensure that our academy is as accessible as possible for individual children
- The academy has the provision of an accessible toilet equipped with changing facilities which include a static hoist and changing bed

- We work in partnership with county level team EMAT (Ethnic Minority Achievement Team) to ensure that language access is possible when required
- Our academy has a variety of communication systems in place with parents including our academy website, regular newsletters, the use of Parentmail

14. How will my child/young person be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the academy together with those who do not have SEN, and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

We may work with other services to support children such as the Child and Adolescent Mental Health Services (CAHMS).

- Within the academy, staff are targeted to support children with their individual needs including pastoral support, additional work on social skills and promoting positive feelings
- There is a welfare assistant for day to day medical needs. The academy has a policy on the administration of medicines and providing of personal care which is updated on a regular basis. All medicines given on the academy site are recorded on the appropriate documentation.
- Support is provided for children who require additional help with their personal care.
- The welfare assistant is available for face to face contact with parents
- Parents are encouraged to make an appointment at any time (via the main office) with their child's class or the ANL if they would like to discuss their child's well being
- Within the classroom and school day there are currently a number of academy interventions including School Meetings and social skills groups which contribute to the overall wellbeing of our children and the building of their independence and resilience.
- We employ a Family Liaison Assistant who works with our academy and our link junior school to support children with aspects of their wellbeing, in addition to supporting parents. We also currently use the support of outside agencies such as The Family Link Worker or charities in supporting children or families with pastoral needs and wellbeing. In order to access these services referral processes are in place.
- The academy has a behaviour policy and anti-bullying policy in place to ensure that all parents, staff and pupils have a shared understanding and approach.

- We work hard with our pupils who demonstrate challenging behaviour in order to avoid exclusions.
- The academy believes very strongly in the Unicef Rights Respecting School approach which encourages all children to be active, responsible citizens in our school community
- The academy has regular child protection training for all staff and regular volunteers. There is a child protection policy in place (available on our academy website) and named staff responsible for child protection needs: The Head of School: Mrs Watson, Designated Teacher Mrs North and The Executive Principal: Miss Knock-Bravery.

16. What specialist services does the academy use to support children and their families?

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. The academy may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress. Together, the parties agree the needs of the child or young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clears arrangements for making appropriate requests. Some services may be commissioned directly.

Further information on the local authority and health services are available from:

Find support, guidance and information for parents and carers of children and young people with SEND

17. Where can I get information, advice and support?

The 'Local offer' is available here: West Sussex SEND Local Offer

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available here: tel 0330 222 8555; email West Sussex SEND Information, Advice and Support Service;
website: West Sussex SEND Local Offer information, advice and support

The contact information for the academy is provided in section 2 above.

18. What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEN support for their child person, we will work with them to try to resolve these. If parents have a complaint they can use the Trust's Complaints Policy and Procedure.

19. Other relevant policies

Other policies that include information that may be important for students/pupils with SEND are:

Trust policies[2]:

- Data protection
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Equality Objectives
- Supporting Students and Pupils with Medical Conditions Policy
- Safeguarding in Education and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Intimate Care Policy
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Academy-specific policies[3]

- Behaviour Policy
- Accessibility Plan
- Teaching and Learning Policy
- Assessment Policy

[2] Available on the Trust website https://www.brighton.ac.uk/academiestrust/how-we-work/our-policies/index.aspx
[3] Available on the academy's website