

St Peter's CE (Aided) Primary Cowfold

# SEN Information Report

Version 2021

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**St Peter's CE (Aided) Primary**  
**Cowfold**

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# 1 Document History

## 1.1 Revision History

Version Number	Revision Date	Previous Revision Date	Summary of Changes	Changes Marked
0.3	08/05/15	28/04/15	Amended by G. Kolter	
1.0	20/05/12	08/05/15	Made v1.0	No
1.1	27/06/2018	08.05.2018		
	27.06.2019	27.06.2018		
2020	01.03.2021	01.03.2020	Amended by N. Ellis	New Version
2021	01.12.2022	09.12.2021	Amended by Z.Rodway	Yes

## 1.2 Distribution

This document has been distributed to:

Name	Title	Date of Issue	Version
Mr Kolter	Head Teacher		2021
Miss Rodway	SENCO		2021
Angie Bell	Clerk to the Governors		2021
Kim Jones	SEND Governor		2021

## 1.3 Related Documents

Documents related to this report:

Title	Version
The Special Educational Needs and Disability Regulations 2014	1 <sup>st</sup> September 2014
Schedule 1 (extract)	1 <sup>st</sup> September 2014

# 2 Purpose

The purpose of this document is to fulfil the School's obligation to provide a report of their Special Educational Needs (SEN) information in accordance with The Special Educational Needs and Disability Regulations 2014: regulations 51 and 52, ([legislation.gov.uk](http://legislation.gov.uk)).

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## 2.1 Requirements

New regulations on the SEN information that schools must publish came into effect on 1 September 2014. Under the regulations, schools must publish a SEN information report, which must be made available on their website.

### Prescribed information that must be included in SEN information report

51: For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1 (Appendix B).

### Manner of publication of report

52: The governing body or proprietor of the school must publish on the school's website its report containing SEN information.

## 3 SEN Provision

We are a small village primary school in Cowfold, with five classes, who cater to the needs of pupils in our community in a mainstream context.

What we do:

- Teach primary age children the National Curriculum.
- Learning delivered in a whole class, mainstream context.
- We have seven qualified teachers and a Headteacher.
- We have a trained Learning Mentor.
- We have a designated SENCO
- We serve the needs of pupils in our local area in a mainstream context.

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education.

- The main school building at St Peter's is accessible for wheelchairs. The school has a disabled toilet facility.
- Resources and specific equipment are budgeted for and alternative grants are always applied for if available.

## 4 Identification and assessment of pupils with special educational needs

The children at St Peter's are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. Children that are identified as being in need of special provision are then observed, monitored and assessed individually to identify any specific support that they may require. Children entering the school either in Foundation Stage or other years are assessed by the class teacher, and previous records and information are read and taken into account,

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when identifying individual children's starting points. A history of special needs will lay the foundations of the next steps in learning and identifying the areas of support required. Information gained from previous schools or nursery, as well as from parents, teachers and outside agencies will also inform and determine the specific needs.

Parent partnership and communication is vital to St Peter's approach and we value and welcome others opinions and concerns.

Transition arrangements in joining St Peter's are well planned and both child and parents are supported. Children joining in Foundation Stage are given many opportunities before starting school to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school. Due to this process there is an opportunity for early identification of SEND.

St Peter's also benefits from an independent speech and language professional who attends the school to undertake assessments. These are carried out with reception children and then throughout the children's journey through the school. Other outside agencies, from the local authority, are also able to visit the school and provide specialist advice on how best to provide for specific individuals. Children requiring assessments for other specific needs are referred to via the Child Development Centre or CAMHS. The clinic will provide a diagnosis that may help support an application for an Education Health Care Plan.

For details of the exact types of SEND currently in the school please refer to the Annual Report to Governors from the SENCO.

## **5 Policy for making provision for pupils with SEN**

Our SENCO will oversee individual support for pupils with additional special educational needs, and this will be implemented by our experienced and caring staff across the school.

Parents, school staff including the Head Teacher, Senior Leadership Team, SENCO, Governors and outside agencies are involved in decision making as to what is the best provision and support for individual children.

For further information about our INCLUSION Policy please see our website, where a copy is attached:

<https://stpetersce.eschools.co.uk/website/send/259772>

### **5.1 Evaluating the Effectiveness of St Peter's SEN provision**

Individual Learning Plans, and general 'Quality First Teaching' provision for pupils with SEN, results in effective provision for pupils with SEN and ensures progress of pupils with SEN is 'GOOD' in relation to their starting points each academic year.

Each year the SENCO and the Headteacher work together to do an analysis of pupils with SEN Progress in an annual report. This report is presented to Governors, on an annual basis, so that they can monitor effectiveness of provision.

Pupils with SEN Progress is monitored in the short and medium term too.

In the short term - all interventions are reviewed on a constant basis for their effectivity with an intervention tracking sheet. Quantitative where possible (e.g. spellings) and qualitatively otherwise. If interventions are found to be too easy, or too hard, or not effective - they will be reviewed and altered.

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In the medium term I.L.Ps (Individual Learning Plans) are re-published for each pupils with SEN for every term as constant review leads to the need to re-frame targets on a termly basis. See below for more information.

## 5.2 Assessing and reviewing progress

If a child is identified as finding it difficult to learn effectively on their own, additional support may be required. The impact of additional support is carefully targeted and closely monitored. The first stage is to agree targets through an ILP. There are some occasions when the level of support a child requires is such that an Education Health Care Plan is required.

### Individual Learning Plan

Children who are identified as having Special Educational Needs are given an Individual learning Plan (ILP). This will contain specific targets and attainments for that individual child. All targets are SMART (Specific, Measurable, Achievable, Relevant and Time-bound) and reviewed regularly.

Each ILP follows the graduated approach of Assess, Plan, Do, review cycle.

#### ILP Checklist

- Up to 3 carefully planned, achievable targets
- Targets to be SMART
- Targets to be constantly under review and new ones added if targets are achieved
- Use of traffic-light system to review IEP.
  - Green for achieved
  - Yellow for partially
  - Red for not achieved
- Review of targets with TA and pupil
- Teachers meet with parents to review and write new ILP
- Parents to sign and date the ILP
- Set a date for the review of the ILP
- Copy to parent, SEN folder, TAs who are named on the ILP and a copy on the system

#### Monitoring and Evaluating I.L.P.s

- Review targets by using a variety of situations – support staff records, intervention data, work scrutiny and discussion with the pupil.
- Individual provision maps completed termly
- ILPs are reviewed at least 3 times per year, however they are closely monitored and assessed against. If a target is achieved before the review date, it will be brought forward.
- ILP's are placed in an intervention book or folder. If a child receives additional support then this can be recorded and tracked.

## 5.3 Approach to teaching

The key principle in our approach to teaching pupils with SEND is that we support them to access the same curriculum opportunities that we offer all children in the school. We will support pupils with SEND using select resources, scaffolding or differentiated tasks, to enable them to be included

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effectively. Intervention outside the classroom will only take place at appropriate times so that they do not lose the context for their learning, or the engagement, that being part of the whole class can provide. Where possible interventions will take place inside the classroom.

## **5.4 Adapting the curriculum and Learning Environment**

The children at St Peter's are assessed on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum. Children that are identified as being in need of special provision are then observed, monitored and assessed individually to identify any specific support that they may require. We will support pupils with SEND using select resources, interventions, scaffolding or differentiated tasks, to enable them to effectively make progress.

## **5.5 Additional Learning Support**

### **Early Years Interventions**

St Peter's utilises the NHS Speech and Language Programme. This provides assessment for children. It also provides a training structure for specific teaching assistants on how to best direct help to a specific child's needs.

Targeted Interventions are undertaken with teaching assistants, or a teacher, where a child will work on specific areas for development identified.

Additionally, Horsham East Locality of Schools (HELP) employ an Educational Psychologist and a Speech and Language Specialist who are available to assess and support pupils. The SALT screens any children who raise a concern when they enter Reception for specific speech and language issues.

## **5.6 Enabling SEN pupils to engage in activities together with other children**

Additional risk assessments are put into place for children with specific needs when planning trips or extracurricular activities.

## **5.7 Emotional, mental and social development support**

St Peter's is supported by the Social and Communications Team of West Sussex County Council. These specialist professional are skilled in working with children who have difficulty adapting to school life.

The team are also experts in advising on best practice approach for children believed to be on the Autistic Spectrum. Their specialist teachers and Teaching Assistants (TA) will visit the school to train St Peter's own TAs. The specialist TAs will also attend the school to aid with specific scheduled events in accordance with an agreed plan. For example to support a child during a specific transition period from one stage of school life to the next.

St Peter's employs its own trained learning mentor to support pupils in this area. Additionally St Peter's will refer children with concerns in this area to the Child and Adolescent Mental Health Service (CAMHS).

St Peter's worked with the WSCC SC Team to gain the 'Autism Aware Bronze' award in March 2020.

St Peter's uses Zones of Regulation and The colour Monster, as emotional regulation tools and strategies, to develop all pupils, in addition to pupils with SEND, to recognise and understand

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emotions and their triggers, and to learn how they can best support themselves to re-regulate themselves ready for learning.

## 6 Coordinator Details

St Peter's School's SEN coordinator (SENCo) is Miss Zoe Rodway.

Her contact details are:

[senco@stpeterscowfold.uk](mailto:senco@stpeterscowfold.uk)

01403 864365

## 7 Expertise and Training

### 7.1 Staff Expertise and Training

Any member of staff working with individual children will be responsible and in a position to share information and achievement. Regular training is available for all staff, as well as 'in house' training opportunities. We have a trained Learning Mentor.

All staff are trained in Safeguarding each year, with three Designated Members of Staff for Safeguarding.

The St Peter's Governors with responsibility for SEND will be involved and knowledgeable about individual children by having a termly meeting with the SENCo.

St Peter's has a large team of Emergency First Aid trained staff. We also have two members of staff who are trained in Managing Medicines.

A policy is in place for administration of medicines and First Aid.

### 7.2 Specialist Expertise

To support pupils with additional needs, regular meetings with parents, staff and outside agencies take place. Every child is an individual and support will be differentiated to meet their needs, with regular reviews.

The school nurse visits the school to assess children on referral.

An occupational therapist attends the school to review specific children's needs as appropriate. They are able to offer specialist advice on relevant actions and are able to provide specific bespoke programmes that the school can implement and follow. St Peter's can also refer to West Sussex County Council's Educational Psychologist for additional advice and support where needed.

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## 8 Parent Consultation

### 8.1 Consulting with SEN pupil's parents and involving such parents in the education of their child

Parent partnership and communication is vital to our approach and we value and welcome others opinions and concerns. All children with ILPs are involved in the review process alongside their parents.

### 8.2 Complaints

Any complaints will be dealt with in accordance with the school's Complaints Procedure and Policy which can be found on the school's website:

<http://stpetersce.eschools.co.uk/website/policies/26796>

## 9 External Support

St Peter's has a good professional relationship with a range of outside support agencies and services, including speech and language therapists, social communication team, inclusion advisory service, school nurses, as well as links with Social Care, community police force and the West Sussex Pupil Entitlement department.

## 10 Parent Support Services

To get help and support, you should firstly contact your child's:

- class teacher
- head teacher
- school's special educational needs coordinator (SENCo).

Or, you can contact the Parent Partnership Service, which advises parents on all aspects of special educational needs and getting support for children in school. They can provide information on:

- the special educational needs process
- support during the school application process
- statutory assessments and statements
- annual reviews
- appeals and tribunals.

### Contact details

#### **Address**

Children & Young People's Services  
Ambassador House  
Crane Street  
Chichester  
West Sussex  
PO19 1TP  
Helpline: 0845 075 1008  
Fax: 01243 752086  
Email: [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk)  
<http://wsgfl.westsussex.gov.uk/pp>

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They will help you communicate with schools and the local authority by:

- listening and giving advice to parents who have concerns about their child's SEN
- supporting parents throughout the statutory assessment and at meetings where the education provision will be discussed with the help of Independent Parental Supporters (IPS)
- making sure that clear information is always available, via our leaflets and other useful information.

## **11 Pupil's leaving the school**

Year 6 pupils will undertake a thorough transition process. The SENCo from the school that will receive a pupil with SEND, will visit St Peter's and the children with SEND during the summer term. If deemed necessary additional transition arrangements will be put in place as required. E.g. "New Foresters".

For all other leavers, the child's SEN folder, notes and ILPs will be passed on to the receiving school.

## **12 The West Sussex Education Authority SEN Local Offer**

Details of West Sussex's local offer can be found on a dedicated portal.

<https://westsussex.local-offer.org/>

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## Appendix A - The Special Educational Needs and Disability Regulations 2014

Please see on this link for further details:

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

## Appendix B - Schedule 1 (extract)

### SCHEDULE 1 Regulation 51

Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including
  - (a) How the school evaluates the effectiveness of its provision for such pupils;
  - (b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
  - (c) The school's approach to teaching pupils with special educational needs;
  - (d) How the school adapts the curriculum and learning environment for pupils with special educational needs;
  - (e) Additional support for learning that is available to pupils with special educational needs;
  - (f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
  - (g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the local authority's local offer is published.

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## Appendix C - List of Acronyms

CAMHS - Child and Adolescent Mental Health Services

IEP - Individual Education Plan

ILP- Individual Learning Plan

IPS - Independent Parental Supporters

LEA - Local Education Authority

SEN - Special Educational Needs

SENCo - Special Educational Needs Coordinator

SEND - Special Educational Needs and Disability

SMART - Specific, Measurable, Achievable, Realistic and Time-bound

TA - Teaching Assistant