



Special Educational Needs Information Report¹

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 East Sussex County Council's 'local offer' (www.eastsussex.gov.uk/localoffer).

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our nursery. This report complements the University of Brighton Academies Trust's Special Educational Needs and Disabilities Policy [University of Brighton Academies Trust](#)

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 your child's class teacher.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care Plans (EHCP). 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	Caroline Thayre
Principal	Alice Pascoe-Hale
SENDCo	Roxanne Milner-Brown
Chair of Local Board	Rose Durban
Nominated Member of the Local Board for SEND	Mark Fisher
Designated Safeguarding Lead	Alice Pascoe-Hale

Designated Person for Looked After Children	Roxanne Milner-Brown
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Contact details:

Main academy office – 01424 853521

Academy Website – <http://www.robsackwoodprimaryacademy.org.uk/>

Inclusion team email – inclusion@robsackwoodprimaryacademy.org.uk

3. Which children does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years, with our Outstanding Ofsted approved nursery offering spaces for children aged 3 months to 5 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 Condition (ASC).
- **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 would like a place at our academy for a child with an 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- East Sussex.gov.uk](http://school.admissions-EastSussex.gov.uk)
- contact Information for Families for admissions advice 0345 60 80 192

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 identify those who may have a special educational need 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 and disabilities.

Where a child makes less than expected progress, the class teacher, in conjunction with the SENDCo, assesses whether they consider 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 those outcomes. The resulting Additional Needs 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 quality first teaching targeted at the pupil’s area of difficulty.

In identifying a child as needing SEN support, the class teacher working with the SENDCo, 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 Additional Needs 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 EHCP.

The purpose of an EHCP 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 EHCP also specifies the arrangements for setting shorter term targets at academy level.

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

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 specific, measurable, achievable, realistic and set within a manageable timeframe (SMART). We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of our pupils. 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, social stories, comic strip conversations, visual prompts, 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
- Behaviour for Learning policy that takes account of pupils' SEND

The quality of teaching for pupils with SEND 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 pupils' 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.

When pupils have an Education, Health and Care Plan, these 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 EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, an academy representative, a Local Authority Assessment and Planning Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting where needed.

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 endeavor to synchronise EHCP reviews with Personal Education Plan reviews.

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

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

We adjust the curriculum for each child with SEND 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 learning. 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 pupil'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 pupils and parents as part of the SEN support cycle (assess, plan, do, review) and review targets and progress at regular intervals throughout the year.

We recognise that all pupils learn differently and class teachers are trained in understanding and recognising the preferred learning styles of each of their pupils. This includes taking into account how a pupil absorbs, processes, comprehends and retains information.

Some pupils require a more personalised curriculum than others, particularly those that are working at a pre-key stage standard. With the support of the Academy SENDCo and leadership team, staff carefully modify the learning and activities planned to accommodate the needs of these pupils, helping them to achieve the best possible outcomes.

We always seek to ensure the learning environment we provide is right for each individual pupil. Pupils' differing sensory processing needs are taken into consideration and the academy will make reasonable adjustments to the environment whenever possible. Where needed, the academy will provide additional resources such as ear defenders and individual workstations and any adjustments made will be carefully considered by the class teacher and academy SENDCo to ensure the environment is appropriately matched to the needs of the pupil.

Some pupils with SEND require specialised support as part of their curriculum. The academy utilises the expertise of our onsite speech and language therapist and therapy assistant on a regular basis and are able to provide 1:1 or small group therapy sessions for pupils who have been assessed as having a speech and language need.

In addition, the academy also offers a number of targeted interventions such as social skills groups, sensory circuits and lego therapy to support pupils with additional needs.

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 Additional Needs Plans and, where applicable, in the annual review of Education, Health and Care Plans.

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

We are committed to involving children and young people with SEND 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:

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self and peer assessments</i>	Pupil, peers, class teachers and teaching assistants	Daily- At the start of each lesson
<i>Class topic Maps – What do we know? What do we want to find out?</i>	Pupils, class teacher, teaching assistants	At the start of each new topic.
<i>Empowerment whole class sessions</i>	Pupil, peers, class teachers and teaching assistants	Weekly
<i>Empowerment coaching sessions – pupils work to understand the scaffolds that they need to be learning at their best.</i>	Pupil, peers, class teachers and teaching assistants, SENDCo	When required
<i>Success Criteria – Children are often involved in creating the success criteria for a piece of learning I.e. features of a newspaper article</i>	Pupil, peers, class teachers and teaching assistants	Ongoing
<i>Class Circle times</i>	Pupil, peers, class teachers and teaching assistants	When required
<i>Worry Box/Suggestions box</i>	Pupil, peers, class teachers and teaching assistants	Available in all classrooms
<i>Pupil Parliament</i>	Pupil parliament representatives, pupils	Weekly
<i>Pupil Voice</i>	Pupil, SENDCo, class teacher	At least once a year

<i>Additional Need Plan review meetings</i>	SENDCo, Parents/Carers, class teacher	At least three times a year
<i>Annual reviews of EHCPs.</i>	Pupil, Parents, SENDCo, Class Teacher, Support Services, Local Authority, Members of the Inclusion Team.	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 positive 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 EHCP, 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.

Looked after children (LAC) and pupils with SEND are provided with an enhanced transition when transferring to the next phase of their education to ensure their Social, Emotional and Mental Health needs are met. This includes additional visits to their new setting, social stories to support understanding of the changes taking place and specific lessons based on the theme of change and moving on. All SEND information will be passed onto the pupil's new setting and meetings are held between the academy SENDCo and new setting where needed.

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 pupils and their knowledge of the SEND 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 Academies Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

Our SENDCo supports staff with planning and assessing pupils and this acts as a training mechanism to support and develop staff understanding of SEND.

All teaching staff are made aware of the specific needs of pupils with SEND in their class and are given training so that they are able to support pupils appropriately. This includes but is not limited to, training in Autistic Spectrum Awareness, Dyslexia, Sensory Processing difficulties and Speech, Language & Communication. This training is delivered as part of a regular CPD programme.

The academy SENDCo works closely with teaching staff and teaching assistants, monitoring interventions and provisions to ensure they are of the highest quality and that they are effective in meeting the needs of the pupils. In addition, there are regular pupil progress meetings regarding strategies for current pupils and reviews of their progress.

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 all pupils are given the opportunity to achieve. 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.

Pupil Progress Meetings are held regularly. This is a meeting where the class teacher meets with members of the Leadership Team, including the academy SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the Inclusion Team.

In addition, the academy SENDCo and speech and language therapist/therapy assistant meet regularly to review the progress of children who are receiving speech and language support. These meetings inform additional provision that may be required to better meet the needs of the pupils and ensure that techniques and strategies are being correctly applied in the pupil's classroom environment.

Class teachers can refer pupils to the Inclusion team for further support when required. When a class teacher raises concerns about a pupil, the SENDCo will meet with them to discuss their specific concerns and will then carry out an observation of the pupil. This observation will then inform the SENDCo's decision as to whether or not the pupil is in need of additional support/intervention, and whether or not the academy need to make any referrals to outside agencies.

The SENDCo and Principal meet weekly to discuss SEND provision and inclusion to ensure that the appropriate steps are being taken to support children with additional needs.

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.

To support our pupils and ensure the academy and curriculum are fully accessible, the following measures are in place:

- The academy will seek to make adjustments wherever possible for pupils who require the use of a wheelchair, for example allocating a ground floor classroom.

- Staff use cued articulation to support communication and interaction to develop pupil's understanding of language where appropriate.
- Pupils with sensory processing difficulties and hearing impairments are considered carefully by teachers for seating arrangements.
- Visual cues and prompts are used throughout the academy to support pupils with communication difficulties.
- Risk assessments are completed with strategies included for pupils with SEND and medical needs to ensure they are able to safely access our outdoor learning provision.

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 SEND engage in the activities of the academy together with those who do not have SEND, 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 SEND 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?

At Robsack Wood, we support all of our pupils to develop the pro-social and pro-learning skills they need to be successful in their education and into the future. Pro-learning and pro-social skills are defined by the pupils themselves when they create the academy charter and are continually reflected upon. Adults focus on the natural consequences of keeping and not keeping to expectations. The reason for this is that a focus on the natural consequences supports the development of emotional intelligence, empathy, a moral compass and develops intrinsic motivation to do the right thing.

For more information and to view our Behaviour for Learning Policy, please see the Robsack Wood Academy website.

We believe pupil involvement is key in order to secure the best outcomes for all and strive to include pupils in developing their own strategies to manage their social, emotional and mental health.

Through weekly empowerment sessions and coaching, pupils are taught to identify their own needs and stressors, collaboratively problem solve with the support of adults and identify what they need to be successful (prep-for- best).

In addition, the academy provides targeted intervention for pupils who have been identified as needing additional support in managing their emotional, mental and social development such as social skills groups, activities based on building empathy and resilience, 'Soft Landings' for pupils who benefit from a more graduated start to the day, nurture provision, tailored playtime and lunchtime activities for pupils who may find these more unstructured times challenging

We may also work with other services to support children, such as the Education Support, Behaviour & Attendance Service (ESBAS) and the Child and Adolescent Mental Health Services (CAHMS).

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 clear arrangements for making appropriate requests. Some services may be commissioned directly.

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

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-wellbeing/health-services/>

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

The 'Local offer' is available here: www.eastsussex.gov.uk/localoffer

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available here: tel 0345 60 80 192; email informationforfamilies@eastsussex.gov.uk; website: <http://www.eastsussex.gov.uk/sendadvice>

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, 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 policies²:

- Data protection
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Equality Objectives
- Supporting Students and Pupils with Medical Conditions Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Intimate Care Policy

Academy-specific policies³

- Academy Safeguarding and Child Protection policy
- Behaviour for Learning Policy
- Friendship and Anti-Bullying Policy
- Accessibility Plan
- Pupil Premium Strategy
- Marking and Feedback Policy

Local Board SEND Link member review date: 14 November 2019

Local Board approval date: 4th December 2019

Review date (annual review) December 2020

² Available on the University of Brighton Trust website

³ Available on the academy's website