



Special Educational Needs Information Report 2022-23

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 or the SENCO via senco@thebairdprimaryacademy.org.uk.

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 Special Educational Needs Coordinator (SENCO) 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:

| | |
|---|------------------|
| Principal | Carly Welch |
| SENCO | Carly Welch |
| SEN Teacher | Rosalyn Edworthy |
| Inclusion Coordinator | Jennifer Poulter |
| Chair of Local Board | Rose Durban |
| Designated Safeguarding Lead | Steph Jarvis |
| Designated Person for Looked After Children | Rosalyn Edworthy |

Contact details:

Main Academy Office – 01424 425670

Academy Website – www.thebairdprimaryacademy.org.uk

SENCO Email – senco@thebairdprimaryacademy.org.uk

3. Which children does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years, as well as pupils from 3 years old in our nursery.

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- 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 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 SENCO, 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, alongside the social worker, 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 SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. This may include additional assessments to support our understanding.

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. Within school, these are called SEN Snapshots and APDR Forms and they detail the provision that a child has which is additional to, or different from, regular classroom practice.

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.
- Increased scaffolding using resources within the classroom.
- 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
- Alternative methods of recording e.g. ICT / voice recording etc.
- 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 systems that work and take account of pupils' SEND and their unmet needs.
- Approaches to teach pre-requisite skills e.g. pre-teaching vocabulary, precision teaching or pre-teaching in advance of a topic.

The quality of teaching for pupils with SEN and their progress is a core part of the Trust's professional review 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 student 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 recognise that the development of vocabulary knowledge is vitally important and therefore pupils are taught new vocabulary at regular intervals through the Word Aware approach. This vocabulary is displayed in our classrooms and practiced by pupils to ensure that they are able to retrieve and use it.

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, whilst ensuring that all lessons are underpinned by high expectations. 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 assessment approaches and information 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.

We offer a broad range of resources to support differentiation in the classroom and to enable our pupils to access the learning. These may include visual timetables, Makaton signing, word banks etc.

We support our pupils further using a range of interventions to enable the gaps to narrow. These interventions will be recorded on the pupil's Assess, Plan, do, Review form (this is a record of the interventions, timings, cost and impact of the intervention), a copy of which will be sent home annually. We will write to parents and carers on a termly basis to advise what interventions your child will be participating in. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.

In addition to interventions, The Baird Primary Academy can provide focused teaching in English or Mathematics, outside of usual classroom learning, for children who are significantly below or above the other pupils in their class.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Integrated Therapy Team, Pediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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.

- Offer parent drop-ins to enable parents to see their children in the classroom e.g. celebration afternoons, class assemblies etc.
- Offer informal, daily feedback on the playgrounds, both at the start and end of the day.
- Offer drop-in appointments with members of the Inclusion Team where specific information is to be discussed e.g. Dyslexia Screening information / Speech and Language information etc.
- Offer parents the opportunity to attend therapy sessions e.g. Speech and Language Therapy

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 | Pupil, Class Teacher | Daily |
| Class Circle Times | Pupil, Class Teacher | Weekly / as required |
| Worry Box | Pupil, Class Teacher | Daily |
| School Council | Class, Assistant Principal | Fortnightly |
| Pupil Voice | Pupil, Class Teacher | Annually / where required |
| SEN Review Meetings | Pupil, Parents, Class Teacher, Members of Inclusion Team | Annually |
| Annual reviews (EHC Plans only) | Pupil, Parents, SENCO, Class Teacher, Support Services, Local Authority, Members of the Inclusion Team. | Annually |

The Academy also offer a number of opportunities throughout the year for pupils to give their view through questionnaires and surveys.

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.

We work closely with our pupils to prepare them for transition, both through 1:1 work and small group work, as well as whole class work. On occasions, an enhanced transition plan will be made for pupils, which may include additional visits etc. This will be planned, based on the needs of each individual pupil and in conjunction with the new school.

We ensure that there is a thorough handover between professionals at the new school and ourselves. This often involves a professionals meeting at the new school, where all information regarding the pupil is shared. In addition, once the child has transferred, all paperwork will be sent to the new school.

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.

Our SEN Teacher supports staff with planning and assessing pupils and this acts as a training mechanism to support and develop staff understanding.

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.

All staff have received some training related to SEND. These have included sessions on:

- Word Aware
- ASD
- Nurture / trauma informed practice
- Jump Ahead
- Reading Recovery
- Sensory Integration
- Speech and Language Interventions such as Narrative Therapy, Cues Articulation, Concept Cat

We have an annual programme of professional development for staff, which revisits concepts and develops staff understanding further as required – this is also based on the needs of the cohort at the time.

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.

Pupil Progress Meetings are held regularly. This is a meeting where the class teacher meets with members of the Leadership Team 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.

The Inclusion Team have a termly planning meeting, where the SEN register is reviewed and interventions planned in light of Pupil Progress Meetings, knowledge of the cohort, waiting lists and recommendations from wider professionals.

In addition, the Inclusion Team meet on a fortnightly basis to review the progress of all pupils on the SEN register. These meetings then inform additional provision that may be required to better meet the needs of the pupils.

Class Teachers can refer any pupils into the Inclusion Team for further support when required.

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 and is reviewed regularly.

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

- The building is fully wheelchair accessible
- All pupils are taught Makaton, and this is used throughout the academy to support communication
- Visual cues and prompts are used throughout the academy to support communication
- Pupils with hearing / visual impairments are considered carefully by teachers for seating arrangements. Advice is sought from the Visual / Hearing Impairment Team and strategies implemented.
- An EAL Assistant works with pupils whose first language is not English to develop their vocabulary and understanding. This member of staff also communicates regularly with parents and carers.

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 build highly effective relationships with pupils which underpin our both our classroom practice and our behaviour for learning approach.

We may 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).

We uphold an open-door policy for pupils and parents so that pupils feel safe to talk to adults at any point, when something is worrying them. We offer daily, nurture provisions for key pupils. These are primarily focused on pupils in EYFS and KS1 but on occasions will also support pupils in KS2 This offers pupils the opportunity to develop their social and emotional skills.

We offer a daily nurturing lunchtime club to support pupils who find lunchtimes challenging. This club focuses on developing pupils social and emotional skills. We also deliver social skills interventions.

Through our Behaviour for Learning Policy, we follow The Empowerment Approach which supports pupils to identify their unmet needs and actively plan with staff, how to ensure their needs are met. We actively teach our Building Brains curriculum which teaches pupils about their executive function skills, the development of their neural pathways and how to self-advocate to enable their needs to be met through positive means.

Pupils have the opportunity to seek support from their peers through mechanisms such as our Phoenix Pupil Champions. These pupils receive explicit training to enable them to support pupils who are struggling with friendship issues or emotional difficulties.

The University of Brighton Academies Trust operates an Alternative Learning Provision (ALP), based at The Baird, for all Trust pupils in Year 1 to Year 6 with social, emotional and mental health difficulties that result in highly challenging behaviour. This provision offers a part-time placement for pupils who are at risk of permanent exclusion and provides a curriculum tailored to support pupils' needs within an environment that is safe and secure, with high ratios of adults. More information on this provision can be provided by the SENCO. As this is a trust-wide provision, a clear referral process is in place and pupils cannot be referred through the Local Authority or EHCP process and as a general guide, pupils with EHCPs are not eligible to attend this provision.

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 / carers 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 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 policies¹:

- 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

Academy-specific policies

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

Trustee approval date: October 2022

Review date (annual review): October 2023

¹ Available on the University of Brighton Trust website