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| <b>Reviewed by Local Governing Body</b> | <b>30<sup>th</sup> September 2024</b> |
| <b>Approved by Board of Trustees</b>    | <b>13<sup>th</sup> November 2024</b>  |
| <b>Review date (annual review)</b>      | <b>30<sup>th</sup> September 2025</b> |

## Special Educational Needs Information Report

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## 1. What types of SEN does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years.

We are an inclusive school. This means we provide for children with all types of special educational needs (SEN). Our academy provides for pupils with the following needs:

| AREA OF NEED                               | CONDITION  |
|--|--|
| <b>Communication and interaction</b>       | Autism Spectrum Condition  |
|  | Speech and language difficulties   |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|  | Moderate learning difficulties   |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)                              |
|  | Attention deficit disorder (ADD)   |
| <b>Sensory and/or physical</b>             | Hearing impairments  |
|  | Visual impairment  |
|  | Multi-sensory impairment   |
|  | Physical impairment  |

## 2. Which staff will support my child, and what training have they had?

Our **SENCO** is **Anna Montiel** (Assistant Principal and Inclusion Leader).

Anna leads and manages the Special Educational Needs team at Blackthorns and oversees the provision of SEN across our academy. Anna has 25 years of teaching experience across five key stages. She has a strong background in Special Educational Needs, having worked in the field for over a decade now. Anna has experience of managing Primary Alternative Provision Units and Specialist Support Centres prior to becoming the SENCo and Inclusion Leader at Blackthorns.

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Anna obtained the National Award in Special Educational Needs Co-ordination in 2018. She is the deputy Safeguarding Lead and has significant experience working with children across the spectrum of additional needs. She works four days a week at Blackthorns.

Our **SEN teacher** is **Catherine Hawtin**. She is a qualified teacher with over 20 years of experience. She works for 4 mornings per week providing targeted intervention support/adapted provision for children with SEN.

Our **Learning Mentor**, **Amy Rankin**, supports the emotional and behavioural needs of the children through therapeutic small group interventions and 1:1 sessions. She has completed Emotional Literacy Support Assistant (ELSA) training.

In addition, our Vice-Principal, Chris Jowett is a trained SENCO and has fulfilled this role in three previous schools. He achieved the National Award in Special Education Needs Co-ordination in 2014. Our Principal, Marcus Still, has also fulfilled the role of SENCO at Lindfield Primary Academy between 2011 and 2014.

Our SEN team collectively have a great deal of experience and knowledge and they are passionate about effectively supporting the needs of pupils with SEN, within our mainstream setting.

## **Class Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

At Blackthorns, staff receive relevant training to support the pupils in our care. This may vary on an annual basis and is dependent on the needs of our cohort at that time. Staff may receive training on the following aspects:

- Adverse Childhood Experiences and Trauma
- Speech, Language and Communication Difficulties including Communication Friendly Environments
- Autism
- Specific Learning Difficulties e.g. Dyslexia
- Emotion Coaching

We also work closely with external agencies who provide support for specific children within the school to ensure that class teachers are aware of appropriate strategies to support their learning and access to the curriculum.

## **Teaching Assistants (TAs)**

We have a team of skilled Teaching Assistants who are trained to deliver general SEN provision. They support the learning of pupils either within the classroom or through delivering targeted and timetabled interventions in a small group or on a 1:1 basis. The team know each child in detail and they tailor and adapt strategies on a dynamic and evolving basis to meet each child's needs.

In the last academic year, TAs have been trained in Everyday Speaking and Listening Games, Talk Boost, and Emotion Coaching.

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## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- The school nursing team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Autism and Social Communication Team
- Learning Behaviour Advice Team

To enhance the offer available to our pupils and families, Blackthorns also employs the expertise of a private Speech and Language Therapist for one morning a week and a private Educational Psychologist for 10 days throughout the year. In addition, we have a psychotherapist from Your Space therapies who works with some of our most vulnerable children on a long-term basis.

## 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

**If you think your child might have SEN, the first person you should tell is your child's teacher.**

**You can contact your child's class teacher through the main office at:**

**[office@blackthornsprimaryacademy.org.uk](mailto:office@blackthornsprimaryacademy.org.uk) or by calling 01444 454866 to request an appointment.**

**Parents are also invited to parent consultation meetings throughout the year and this is an opportunity to discuss any concerns that you may have about your child with their class teacher.**

**The class teacher will pass the details of your concerns on to our SENCO, Anna Montiel, who will be in touch to discuss these.**

**We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.**

**Together we will decide what outcomes to seek for your child and agree on next steps.**

**We will make a note of what has been discussed and add this to your child's record.**

**If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.**

**We may also seek pupil voice to support this decision.**

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You can also contact our SENCO directly on [a.montiel@blackthornsprimaryacademy.org.uk](mailto:a.montiel@blackthornsprimaryacademy.org.uk)

You will also be given a copy of this.

## 4. How will the academy know if my child needs SEN support?

All of our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. These indicators may include attainment in baseline assessments, phonics screening or general progress against curriculum and developmental milestones.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. Pupils are discussed in depth at a termly Pupil Progress Meeting and teachers are able to raise and discuss any concerns they may have. In addition, teachers can raise concerns about a child's progress or development at any time to the SENCO.

The SENCO, or another member of the SEN Team, will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

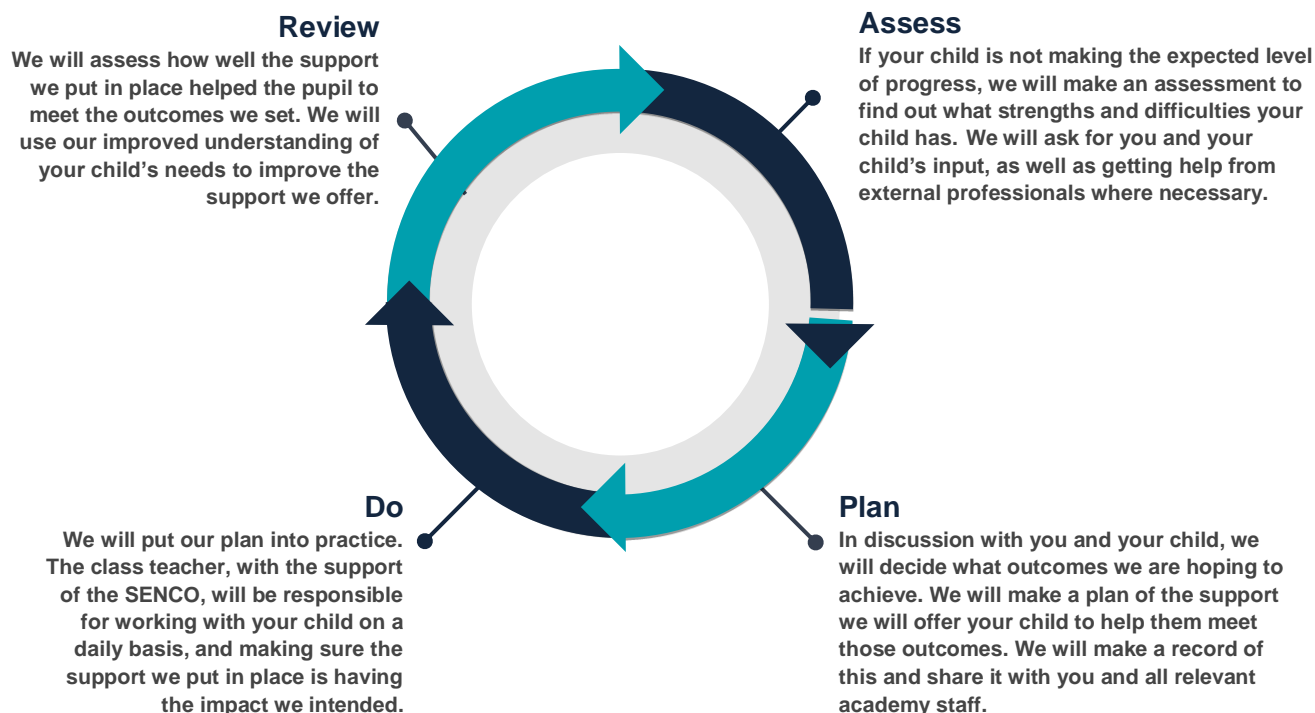
On some occasions, children can receive a diagnosis which does not automatically mean that they need to be added to the SEN register, as the condition diagnosed may not impact directly on their educational and social progress. Should this be the case for your child, this will be discussed with you and the usual adaptations that can be made to support through Ordinarily Available Inclusive Practice (OAIP) will be outlined. Your child will continue to be monitored so that any developments can be considered, and the decision of whether to place them on the SEN register can be reviewed regularly in partnership with parents and carers.



## 5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. All children on our SEND register have an Individual Support Plan (ISP) which contains a target sheet for that term. These targets will be shared with you, amended as necessary and agreed at ISP meetings so that there is clarity about what your child is working on. The discussion at this meeting will also help to clarify what the school will do to help your child and how you can support your child with making progress towards achieving these targets. The agreed targets will then be shared with your child so that they know what they are working on.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

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## 6. How will I be involved in decisions made about my child's education?

We will provide annual written reports on your child's progress in July alongside an interim report in the spring term.

In addition, we offer regular Individual Support Plan (ISP) review meetings throughout the year to:

- Set clear targets for your child's progress
- Review progress towards these outcomes
- Discuss the support that we will put in place to help your child to make progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do in order to achieve the best progress towards these targets.

The SENCO may also attend part of these meetings to provide extra support and guidance as necessary.

The structure of the ISP review cycle is as follows:

- An initial meeting in Term 1 (September/October) where your child's first set of targets will be shared, amended if necessary and agreed.
- A review meeting in Term 3 (January) where progress against the targets (including the views of your child, the views of the parents/carers and the views of the teacher will be considered). The next set of targets will be shared, amended if necessary and agreed at this meeting.
- A further review meeting in Term 5 (May) which follows the format of the Term 3 review meeting.
- A final review meeting in Term 6 (July) to complete the cycle and to celebrate the progress made against the latest set of targets and to celebrate the overall progress made throughout the year.

We know that you are the experts when it comes to your child's needs and aspiration. We want to make sure that you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know right away so that we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff and you will be provided with a copy. This will usually be recorded on your child's Individual Support Plan document so the relevant sections of this will be shared with you on a regular basis.

If you have any concerns that arise between the scheduled ISP review meetings, please contact your child's class teacher via the main office on [office@blackthornprimaryacademy.org.uk](mailto:office@blackthornprimaryacademy.org.uk) or on 01444 454866.



## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and developmental stage. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

Generally, within the ISP review cycle, we will hold a discussion with your child where we ask them to reflect on their progress towards their identified targets and to share examples where they are proud of their achievement. This information is added to the pupil reflection box and shared as part of the ISP review meeting.

Additionally, some of our children require more regular or more formal reviews of their progress, such as an Annual Review of their Education, Health and Care Plan (EHCP). To support them with providing their voice for these meetings, we may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing etc
- Discuss their views with a member of staff who can share this information or act as a representative during the meeting
- Complete a survey.

## 8. How will the academy adapt its teaching for my child?

Our Accessibility Plan can be found here and this details how we ensure that all aspects of school life are accessible for pupils with SEND.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy. We will also use Ordinarily Available Inclusive Practice (OAIP) to make subtle adjustments to the provision available for your child in order to meet their need through 'Quality-First Teaching'.

We will differentiate (or adapt) how we teach to suit the way the pupil learns best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, providing word banks or resources to support, 1-to-1 work, adapting the teaching style or content of the lesson, providing scaffolding for tasks, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

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- Teaching assistants will support pupils on a 1-to-1 basis as required – this will be directed by the class teacher.
- Teaching assistants will support pupils in small groups as required – this will be directed by the class teacher.

We may also provide the following interventions:

| <b>AREA OF NEED</b>                  | <b>CONDITION</b>  | <b>HOW WE SUPPORT THESE PUPILS</b>   |
|--------------------------------------|---|--|
| <b>Communication and interaction</b> | Autism Spectrum Condition   | Visual timetables<br>Social stories<br>Emotion Coaching<br>Bucket Club (Autism Aware)<br>Simplifying language<br>Makaton and use of visuals                  |
|                                      | Speech and language difficulties  | Speech and language therapy<br>Speaking and Listening games<br>Talk Boost<br>Communication books<br>Lego Therapy<br>Now and Next boards<br>Motivator rewards |
| <b>Cognition and learning</b>        | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia<br><br>Moderate learning difficulties | Writing slopes<br>ABC dictionaries<br>Coloured overlays / different coloured paper<br>Pencil grips<br>Visual cues<br>Voice to text software<br>Clicker 8     |



|  |  |  |
|--|--|--|
| <b>Social, emotional and mental health</b> | ADHD, ADD<br><br>Adverse childhood experiences and/or mental health issues | Quiet workstation<br>Fidget toys<br>Sensory breaks<br>Sensory Circuits<br>Home-school book<br>Now and Next boards<br>Learning Mentor support |
| <b>Sensory and/or physical</b>             | Hearing impairment   | Careful positioning within the class<br><br>Use of Makaton and visuals   |
|  | Visual impairment  | Limiting classroom displays<br>Adapted classroom – yellow highlighting / textured key items – eg – pegs.<br>CCTV Magnifier                   |
|  | Multi-sensory impairment   | Sensory circuits   |
|  | Physical impairment  | Physiotherapy support  |

## 9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term. This information is collated in the ISP and all provision is reviewed three times per year.
- Reviewing the impact of interventions after 5 weeks and changing and adapting what we are doing if there is a need.
- Using pupil questionnaires.
- Monitoring by the SENCO, SEN teacher.
- Using provision maps to measure progress.
- Holding an annual review (if they have an Education, Health and Care (EHC) plan).

## 10. How will the academy resources be secured for my child?

It may be that your child's needs mean that we need to secure:

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- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise.

If this is the case, we will consult with external agencies to get recommendations on what will best help your child to access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from the local authority.

## 11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-school clubs. It may be that we have to adapt the provision slightly to enable pupils with complex needs to attend and therefore ask parents to work with us to review the provision required for your child.

All pupils are encouraged to go on our academy trips, including our residential trips to the Isle of Wight (Year 6) and Bowles (Year 5). We will work closely with parents and carers to ensure that all pupils' needs can be met on the residential visit or any other educational visit.

All pupils are encouraged to take part in all aspects of school life including sports day, school productions, special assemblies and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- All pupils/students with an Education, Health and Care Plan (EHCP) naming the academy will be admitted to Blackthorns before any other pupils/students. (This is determined, through a consultation process with the local authority, as to whether we feel that we can meet the needs of each child and provide the type of support required within our mainstream academy).
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website [here](#)

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## 13. How does the academy support pupils with disabilities?

Our accessibility plan can be found here and this details the steps the academy is taking to ensure that all aspects of academy life are fully accessible for our pupils.

While we strive to ensure that our academy is fully accessible for pupils with disabilities, there are some limitations to both our site and buildings which present us with some challenges in achieving this. Should you or your child have a disability, then we will hold a discussion with you and support with a site visit to discuss any adaptations that may need to be made to support full accessibility.

Throughout the academy, we use a range of Widget visual cues to support our pupils who have language difficulties to move around the environment.

Our curriculum is fully accessible for all pupils, using a range of resources to scaffold it appropriately to allow access. This may include the use of assistive technology, word banks, visual cues or pre-teaching of the concept, for example.

## 14. How will the academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- All pupils participate in our Jigsaw PSHE curriculum which actively teaches children about their social and emotional development, along with our whole-school focus on Zones of Regulation which supports children with understanding, naming and managing their emotions.
- Pupils with SEN are encouraged to be part of a host of leadership groups throughout the academy. These include Sports Crew, Peer Mediators, School Council, Eco Committee and the Curriculum Committee. They are also encouraged to apply for positions within our Pupil Leadership Team including House Captains and our Head Pupil and Deputy Head Pupil positions.
- Pupils with SEN are also encouraged to be part of extra-curricular clubs and to become Play Leaders in order to promote teamwork, build friendships and demonstrate responsibility.
- We provide extra pastoral support for listening to the views of pupils with SEN through targeted support from our Learning Mentor. She provides 1:1 sessions for some children alongside small group interventions such as positive play and Lego Therapy.
- We run a nurture style provision for pupils who require additional support with social or emotional development.
- We provide interventions such as ELSA to develop pupils' emotional literacy and Talk Boost to develop social interaction.
- We offer a Lunch Club for pupils who require extra support during lunchtime to develop social relationships and to promote self-regulation.

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- We have three staff members who are trained Youth Mental Health First Aiders.
- We have a 'zero tolerance' approach to bullying. We aim to prevent bullying in the academy by encouraging our Ready, Respectful, Safe approach to behaviour and through our Preventing Bullying policy. Respectful interactions are promoted and celebrated between all members of our community. We also teach children about the natural consequences of their actions and the implications of their actions on others.

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that transitions can be difficult for children with SEN and we take steps to ensure that any transition is as smooth as possible. The key is good communication with those involved and working with the child to dispel their concerns with practical measures such as extra visits, transition booklets and continued support for their emotions.

### Between years

To help pupils with SEND be prepared for a new academic year we:

- Ensure a thorough handover between the current teacher and next year's teacher. This is structured during a staff meeting where all teachers hand information over and discuss the children.
- Pass on Individual Support Plans (ISPs) which detail the in-class provision that should be in place for a child – this is handed on to the next teacher with all required resources to support.
- Schedule sessions for the child to meet their new teacher and spend time getting to know them informally e.g. the teacher might join the new pupil at break time or come and read a story with the child or the whole class.
- Ask class teachers to work closely with our Learning Mentor as necessary to support transition between classes. A transition book providing photographs of the new setting and people involved can make a huge difference to a child over the summer holidays.

### Between schools

For children joining us in Reception:

- Our Reception teacher attends the locality transition meeting to gain information from their previous setting about each child. The information gathered from this event may result in the class teacher and SENCO carrying out nursery visits to see particular children interacting in a familiar environment and to secure detailed handover information for the child.
- There are induction events held during the summer term for all families and children who are joining the Reception class in September, such as the new parents meetings and the



teddy bears picnic, which help to build familiarity with the environment and the adults who will be working with each child.

- At the start of September, home visits take place where the Reception teacher and teaching assistant visit the child and their family in their home environment.
- A staggered start in September enables pupils to steadily integrate into their new environment and to grow confidence in accessing the provision. This also enables us to provide additional transition sessions for pupils with identified needs for whom we feel this would be of benefit.

For children joining us in different year groups:

- We ensure that children and their families visit the school for a tour so that they can become familiar with the environment and so that we can discuss any provision that will need to be put in place.
- We liaise with the previous settings to gather information about any needs and the provision that they have experienced, along with any strategies that have been successful.
- We assign a class buddy to support their transition and encourage class teachers to invite parents in for a discussion within the first few weeks of the child starting at Blackthorns.

### **Between phases**

- In preparation for children leaving us to join a new school, for example, moving to secondary school, we always try to provide the best possible programme of support to make this transition as smooth as possible.
- In preparation for this event, transition points are always discussed at annual reviews, and a joint meeting across agencies is called if there are complex issues, which need to be addressed. Staff from West Sussex SENAT are invited to Year 5 Transition Annual Review meetings to ensure that parents understand the process of applying for a place at specialist provision (should this be their intention) and to provide an awareness of possible suitable settings.
- The SENCO of the secondary setting will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Also, when pupils transition into specialist settings, we ensure that relevant staff are invited to Annual Review meetings in order to meet the family and to understand the child's successes during their time at the school and their needs moving forwards.
- We follow up by ensuring that all transition documents are completed and shared in a timely manner.
- Pupils will be prepared for the transition by practising with a secondary academy timetable, being supported in learning how to become organised independently and by plugging any gaps in knowledge.
- Additional transition visits will be arranged as necessary and staff from Blackthorns will attend alongside the child.





## 16. What support is in place for looked-after and previously looked-after children with SEN?

Anna Montiel (SENCO) is our Designated Teacher for Looked After Children and previously Looked After Children. She has completed training on Developmental Trauma and has shared this information with staff. She works closely with Chris Jowett (Vice Principal) who has previously held the role of Designated Teacher and has also completed training through the Virtual School, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our academy should be made to the Principal (Marcus Still) in the first instance, via email to [office@blackthornsprimaryacademy.org.uk](mailto:office@blackthornsprimaryacademy.org.uk) (marked for the attention of Mr Still). They will then be referred to the Trust Complaints policy which can be seen [here](#)

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen [here](#)



## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Sussex's local offer. West Sussex Local Authority publishes information about the local offer on their website:

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

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://westsussex.local-offer.org/services/7-sendias-special-educational-needs-and-disabilities-information-advice-and-support-service>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND

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- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages

