

# Special Educational Needs Information Report

<b>Reviewed by Local Governing Body</b>	7 <sup>th</sup> October 2024
<b>Approved by Board of Trustees</b>	13 <sup>th</sup> November 2024
<b>Review date (annual review)</b>	7 <sup>th</sup> October 2025

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our academy provides for pupils with the following needs:

<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia (DCD), dyscalculia
	Moderate learning difficulties
	Severe 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

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.

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

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Mrs Claire Batchelor.

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Mrs Batchelor joined the Academy in September 2023 and has previously worked as SENCO at another primary school for two years. She is a qualified teacher and has taught in all Key Stages from Early Years to Key Stage 2.

Mrs Batchelor is working towards achieving the National Award in Special Educational Needs Co-ordination. She has completed training in many areas of SEN, including Social Communication, Early Childhood Trauma and Speech and Communication difficulties. She has also completed her Senior Mental Health Lead qualification in 2022.

Mrs Batchelor is also one of the Academy's Deputy Safeguarding Leads and works closely with the safeguarding team.

She is allocated five days a week to manage SEN provision.

### **Learning Mentor**

Our Learning Mentor's name is Mrs Claire Elburn.

She has a number of years experience in this role and have also worked with children from Early Years to Year 6.

Mrs Elburn supports the SENCO and children with SEN for three days a week. She often supports children in screening them for various learning difficulties and liaising with parents and carers to best support the children in school.

### **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.

We are members of the Meeds SEND Alliance and are lucky to be able to access a wealth of SEND training and advice from them.

All staff have had training on:

- teaching phonics
- attachment disorders
- autism awareness and mindfulness.

### **Teaching assistants (TAs)**

We have a wonderful team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as reading and maths intervention, Read Write Inc Phonics, lego therapy, Jump Ahead, Precision Teaching and writing comic strip conversations.

Specific individual TAs are trained in the delivery of various interventions including:

- Speech and Language
- Short-term working memory
- Dyslexia
- Dyscalculia
- Motor co-ordination
- Catch Up Literacy
- Catch Up Maths
- Diabetes care

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- Stoma care
- Epilepsy care
- Zones of Regulation

### 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:

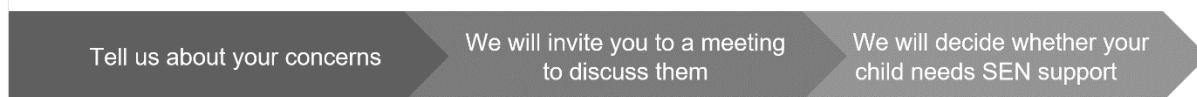
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child Development Team
- Autism and Social Communication Teams
- Learning Behaviour Teams
- Virtual Schools
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Children’s services and other LA-provided support services

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

At Lindfield Primary Academy 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 learning by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. This may initially come in the form of class intervention, or an ‘Individual Learning Plan’ (ILP).

The resulting SEN support plan (ILP) 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 you think your child might have SEN, the first person you should tell is your child’s teacher.**

**They will pass the message on to our SENCO, Claire Batchelor who will be in touch to discuss your concerns.**

**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.**

**If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added**

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**You can also contact the SENCO directly.**  
[Senco@lindfieldprimaryacademy.org.uk](mailto:Senco@lindfieldprimaryacademy.org.uk)

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

**We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.**

**to the academy's SEND register.**

**We will seek advice from external agencies and professionals to best support your child at school.**

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

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 ordinarily available to pupils of the same age.

All 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. This might include reading, maths and writing.

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.

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. A holistic approach to monitoring the child's progress both academically and socially will be taken to ensure the child's needs are best met.

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.

Where it is decided to provide pupil with SEN support, the decision will be recorded in academy records and we will formally notify parents.

A school-based SEN support plan (ILP) 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 Plan assessment. This request can be made by the academy or by parents.

In considering whether an EHCP 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 EHCP needs assessment will not always lead to an EHC plan. The purpose of an EHCP is to make special educational provision to meet the special

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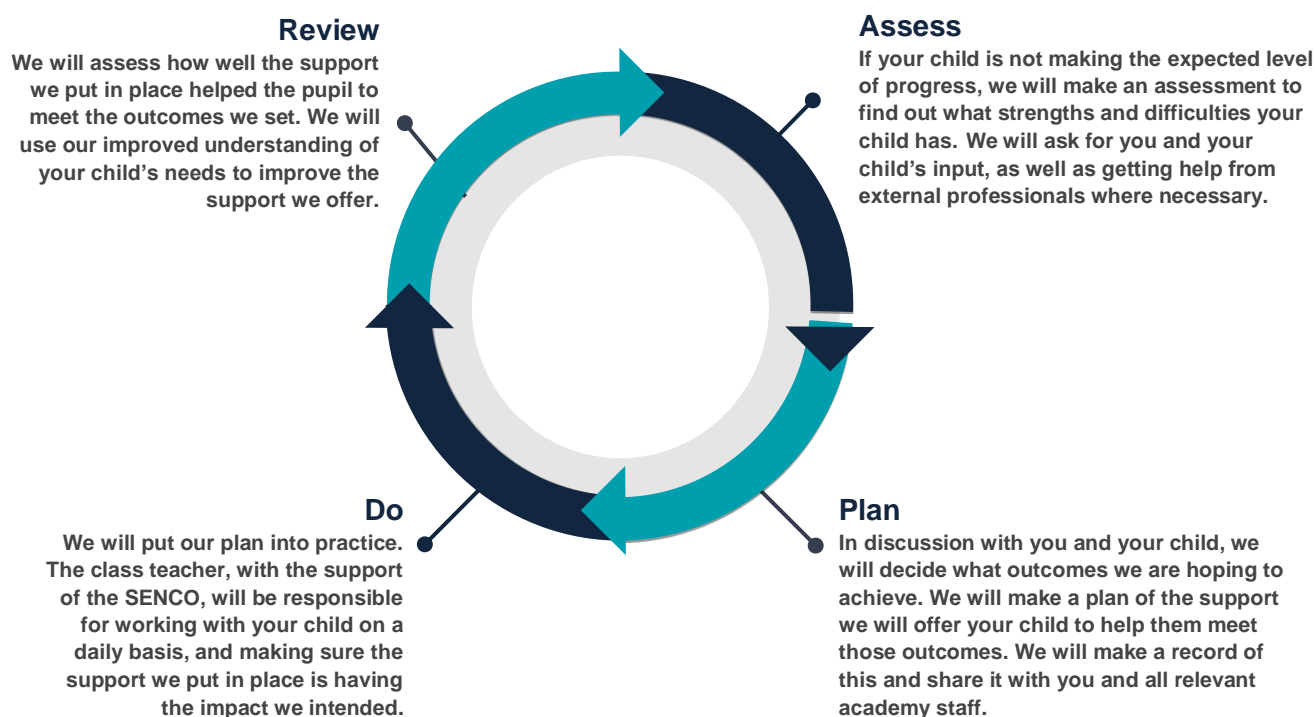


educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHCP also specifies the arrangements for setting shorter term targets at academy level.

## 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.

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.

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

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you termly, to:

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

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure 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.

If your child's needs or aspirations change at any time, please let us know right away so 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 given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact the class teacher by emailing the office ([office@lindfieldprimaryacademy.org.uk](mailto:office@lindfieldprimaryacademy.org.uk)) and the class teacher will respond either by email, or phone call.

## 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 level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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 act as a representative during the meeting.
- Complete a survey.

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

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. Please also see our Accessibility Plan to further advise the actions we take to ensure all children are able to access the school and curriculum to the best of their ability.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.

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- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when verbal content/cognitive load is high in a particular lesson and children need more intense support to understand and complete a task.
- Teaching assistants will support pupils in small groups when common misconceptions need addressing or a group of children need some 'gaps' filling, ensuring they can make progress in a specific area.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Lunch club
	Speech and language difficulties	Speech and language therapy (NHS and private)
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Visual prompts Precision teaching Alternative exercise books (dyslexia) First/Then instructions
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Regulation stations
	Adverse childhood experiences and/or mental health issues	Lunch club Quiet space to regulate Clear choices
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to West Sussex's local offer.

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## 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 – ILP meetings with parents termly.
- Reviewing the impact of interventions after 6 weeks (or specified by the intervention programme).
- Using pupil questionnaires.
- Monitoring and observation by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHCP) plan).

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

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

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

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

The academy will cover up to £6,000 of any necessary costs for each child. If funding is needed beyond this, we will seek it from our local authority through different processes and professionals. The SENCO will be able to make requests for additional funding if an EHCP is in place for your child. This is not always granted, so the school will use the robust 'assess, plan, do, review' cycle to ensure we have evidence to support the requests for additional funding.

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

We strive to provide the children at Lindfield Primary Academy with rich extra-curricular activity for them to enjoy and thrive in. We want to make sure that all children have equal access to these experiences and all staff, in conjunction with the SENCO will work with best endeavours to make sure reasonable adjustments are made to include all children.

All our extra-curricular activities and academy visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our academy trips, including our residential trips to Bowles and Isle of Wight and adaptations are always taken into consideration in advance of the trip.

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 naming the academy will be admitted to the academy before any other pupils/students.

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- 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](#).

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

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 or can be found [here](#).

The academy is fully accessible to wheelchair users and there are several disabled changing and toilet facilities. The academy has had an audit undertaken by the sensory support service and furniture and facilities have been adapted according to their recommendations.

### 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:

- Pupils with SEN are encouraged to be part of the academy school council.
- Pupils with SEN are also encouraged to be part of lunch club to promote teamwork/building friendships and quite space when playtimes can be a little over-whelming.

Lindfield Primary Academy has a full time Learning Mentor whose role is work with children who may have a barrier to learning. This barrier may be something causing anxiety which is temporary for example moving house or it may be something require support on a longer-term basis. Parents are invited to meet with the Learning Mentor prior to any work taking place. This support may require the use of an intervention such as 'Happy to be Me' or Lego Therapy. Should further referral to a trained counsellor become necessary this is fully discussed with parents.

The views of the children are sought using questionnaires and other tools recommended by the appropriate professionals.

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

Transition to and from the Academy is carefully planned with parents/carers and the other education setting.

Prospective parents are invited to tour the Academy and can speak to the SENCO directly about their child's SEND. Teachers from Early Years visit Pre-school settings to talk to staff about the needs of the children, and whenever appropriate, the SENCO will also visit the preschool.

The SENCO liaises with professionals already supporting any child with SEND and arranges for a multi-agency transition meeting with the parents/carers should this be necessary.

For those pupils transitioning from Lindfield Primary Academy a robust transition plan is created. This will include liaison with the receiving school, additional school visits for the child, and a transition book for the pupil to take home.

#### **Between years**

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

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed.
- One page profiles are created with the child to gather the views of child, teachers and parents about the needs of the child and how best we can support them through transition, into the next academic year.

### **Between schools**

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

- One-page profiles are created with the child to gather the views of child, teachers and parents about the needs of the child and how best we can support them through transition, into the next academic year.
- Meetings with Lindfield Primary Academy and the next school will be arranged to discuss the transition and any information that needs sharing about your child.

### **Between phases**

The SENCO of the secondary school 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.

Pupils will be prepared for the transition by:

- Additional visits to the new setting.
- Learning how to get organised independently.
- Plugging any gaps in knowledge will be best filled.

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

Claire Batchelor, our SENCO, 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. Advice will be sought from external agencies where appropriate to gain the best support for the children in school and throughout transition.

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 class teacher in the first instance and then the SENCO/Principal. 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 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-sendiass-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.

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- **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
- **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

