

At Shipley we are proud of our nurturing and inclusive school and our strong sense of community. We believe that all pupils are entitled to an education that is appropriate to their needs, promotes high expectations and allows them to reach their full potential. Our smaller class sizes allow for a level of personalised support across the school with a higher than average staffing ratio.

Aims:

- To be a fully inclusive school with high aspirations for all pupils, including SEND pupils
- To seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- To ensure that effective and appropriate differentiation is embedded in our curriculum and practice.
- To make all reasonable adjustments to meet the range of pupils' needs.
- To work in partnership with parents to ensure good provision for individual needs

'The school is highly inclusive.' Ofsted December 2018

The Special Educational Needs and Disability (SEND) Code of Practice (2014) states that: A pupil is defined as having SEND if they have a learning difficulty or disability which calls for provision which is different from or additional to pupils without SEND. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The SEND Code of Practice (2014) defines four Broad Areas of Need:

- **Communication and Interaction** e.g. Autistic Spectrum Condition, expressive and receptive language difficulties
- **Cognition and Learning** e.g. dyslexia
- **Social, Emotional and Mental Health Difficulties** e.g. anxiety, school based avoidance
- **Sensory and/or Physical Needs** e.g. visual or hearing impairment

The categories of SEND are as follows:

1. Statement or Education and Health Care Plan (EHCP). These are reviewed annually with professionals and parents and carers.
2. SEND support

At Shipley, there are currently 7 pupils on the SEND register, all categorised on SEN support (10% of the total number of pupils on roll)

There is an additional category at Shipley for those pupils who have **Additional Needs** and may need additional classroom provision. There are 15 pupils in this category.

The Special Educational Needs & Disability Coordinator (SENDCo)

The Headteacher, Jen Harvey, is the Special Educational Needs Co-ordinator (SENDCO) and the named Governor for SEND is Mrs Lucy West. The SENDCO attends half-termly meetings with other SENDCOs within The Weald Locality and is a member of The Weald SEND Hub. The Headteacher/SENDCO is also the Designated Teacher for Safeguarding and Looked After Children and hold the Professional Qualification for SENCO co-ordination (September 2019)

Communication with Parent

Parents and carers are encouraged to discuss any concerns they may have with the Class Teacher and/or SENDCo. Parents and carers are kept informed about their children's progress at Parent Consultation Evenings and annual reports. However, parents and carers have been encouraged to meet with staff to discuss their child's progress throughout the year.

For pupils who have an Individual Education Plan (IEP), Class Teachers and/or the SENDCo meet parents and carers termly to agree targets and discuss support.

Updates on the curriculum are been shared with parents/carers through curriculum letters, weekly newsletters and the school's website. Information is shared with parents and carers about how they can support their child at home.

Transition

The transfer of information is crucial to ensure a smooth transition between classes and phases of education.

Pupils entering reception have the following transition arrangements:

- A series of visits to the class over the summer term
- Meetings with the Class Teacher and Teaching Assistant and Headteacher
- Parent/ Class Teacher individual meetings.
- Visits to children in their pre-school/nursery setting
- For children with SEND, the SENDCo and class teacher meet with parents, children and pre-school/nursery staff. Additional visits may be made.
- The SENDCo has also liaises with the relevant outside agencies.

Pupils transferring to secondary education may access an enhanced transition programme and the SENDCo will liaise with the secondary school regarding this and the transfer of information and needs. A transition booklet and other resources such as social story may be used.

Support Staff

There are currently 4 experienced teaching assistants across the school. All teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all pupils receiving support are on the SEND Register but have been identified as needing additional support in specific areas. All teaching assistants receive appropriate training and resources, including in the use of emerging technologies. An additional support teacher takes groups for specific interventions across KS1 and KS2.

External Agencies

The school works with a number of different agencies including the Language & Communication Service, Social Communication Team, Occupational Therapy, Physiotherapy, Sensory Support Team, School Nurse, Speech and Language Therapy.

Support and advice is accessed through the SENDCo cluster meetings which are half-termly. Sharing ideas and working collaboratively is proving to be extremely successful.

Medical Needs and Disabilities

Where a child has particular medical needs or disability, it may be appropriate to formulate a Health Care Plan with parent and carers and other professionals involved.

The Accessibility Plan can be viewed on our school website.

Inclusion

All pupils have access and opportunities to participate in visits and school activities through reasonable adjustments. When a pupil is not able to access a full timetable due to short or long term medical needs, alternative provision will be made either through a reduced timetable or by following specific advice from medical professionals or outside agencies.

Contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32 of the Children and Families Act 2014

Parents of children with SEND are provided with advice and information about matters relating to the special educational need and/or disability of the child concerned.

West Sussex County Council

http://www.westsussex.gov.uk/learning/special_educational_needs_sen.aspx

Compass QEII Hub

Queen Elizabeth II

Silver Jubilee School

Comptons Lane

Horsham

West Sussex

RH13 5NW

Email: compass@queenelizabeth2.w-sussex.sch.uk

Parent Partnership

Oriel Lodge

West Street

Chichester

West Sussex

PO19 1RZ

Tel. 0845 075 1008 - Monday to Friday during office hours

Email parent.partnership@westsussex.gov.uk

Special educational Needs Team (Statutory Assessment) Chichester

Tel. 033 022 25151

https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_and_sen/support_teams_and_services/special_educational_needs_team-1.aspx

Social Care and Health: Children needing support

Children's Access Point

4th Floor

County Hall North

Chart Way

Horsham

West Sussex

RH12 1XH

Tel. 01403 229900

Email: cap@westsussex.gcsx.gov.uk

The Local Authority's Local Offer

The Local Offer for West Sussex can be found by following the link: <https://westsussex.local-offer.org/>

Report prepared by:

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Lucy West – SEND Governor

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