



INFORMATION · SEND

SEND Information Report

Reviewed September 2026

ABOUT THIS DOCUMENT

How we identify and support children with special educational needs and disabilities, who to talk to, and how to raise a concern. Part of the West Sussex Local Offer.

The full document follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

01273 453176 · office@sgprimary.co.uk

Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex

Swiss Gardens Primary School Special Educational Needs and Disability (SEND) Information Report



**Part of the West Sussex Local Offer for learners with
Special Educational Needs and Disability (SEND)**

Reviewed: September 2026

Next Review Date: September 2027

SEND Information Report

Our School SEND Offer

At Swiss Gardens Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We believe that we all bring our own personal strengths and gifts to our classrooms and it is this we celebrate as well as making our best endeavour to ensure that we are breaking down the barriers to learning for any pupil with special educational needs or a disability.

We strive to enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in the world. The Head Teacher, the Senior Management Team and Assistant Head for Inclusion at Swiss Gardens work to ensure that the Special Educational Needs and Inclusion Policy works within the guidelines of the Code of Practice (2014), the Local Education Authority guidelines and other policies current within the school.

What are Special Educational Needs?

'Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.' A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational provision means education or training that is "additional to and different from" that which is provided within the differentiated curriculum, to better respond to the four areas of needs identified in SEND Code of Practice 2014:

- . • Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/ Physical

Health care provision or social care provision, which is affecting a child's progress in education, could be considered as a special need in some individual cases.

Aims and Objectives:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met and they achieve their learning potential.
- Through reasonable adjustment, to enable all children with special educational needs and disabilities to have full access to the curriculum and involvement in school activities.
- To identify and monitor the roles and responsibilities of all staff providing for children's special educational needs.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To promote effective partnerships and work co-operatively with the Local Education Authority and other outside agencies to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners and pupils with disabilities and medical conditions.

At Swiss Gardens Primary we care greatly for every child in our care. It is our aim to enable a child with special educational needs or a disability (SEND) to:

- have a positive self-image and to be confident in tackling new tasks
- make good progress
- experience success and receive praise and recognition
- have access to a broad and balanced curriculum
- have access to the school's extra-curricular activities

At Swiss Gardens Primary we recognise the vital contribution and effort that parents and carers, teachers, other professionals and, of course, the children make, so that good learning and progress can happen.

Mrs Claire Older is the Assistant Headteacher for Inclusion and Safeguarding and she has responsibility for the day-to-day operation of the SEND and Inclusion Policy.

The SEND Link Governor is Verity Spears and he takes a special interest in SEND and meets on a regular basis with the Assistant Head for Inclusion- but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

What is The Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a way to enable parents, children and young people with SEND to see more clearly what services are available in their area and how to access them.

Since September 2014, every Local Authority has been required to publish information about available services both in and outside West Sussex for children and young people with special needs and/or disabilities (SEND). The West Sussex Local Offer is available online at: <https://westsussex.local-offer.org/>

In addition, schools must produce their own Local Offer to clearly inform parents of what SEND provision is available to children at that setting, including support by the locality, local authority and at a national level. It includes the range of provision available, how we ensure all children are included and how parents are involved and supported throughout their child's education. We have consulted parents and carers, teachers and governors when responding to the following questions and we will regularly review our answers.

It was seen as a way forward for directly involving children and young people with SEND in developing their own personalised 'Education and Healthcare Plans'.

The Local Offer will cover:

- Special educational provision
- Health provision
- Social Care provision
- Other Educational provision
- Training provision
- Arrangements for travel to nurseries, schools and colleges

The offer will cover provision from birth to 25 years in the above areas. Plans for each individual will be made with the children, parents/carers and relevant specialists in the above services.

All local authorities and schools are required to publish their local offers explaining what care and provision they can offer to young people.

Swiss Gardens Primary Local Offer has been written in line with the West Sussex County Council Local Offer. We aim to make it clear how we as a school will support children and parents of children who have an additional need.

To find out more about the West Sussex County Council Local Offer go to:

www.westsussex.gov.uk/learning/special_educational_needs_sen/local_offer

Or Telephone: 01243 777100.

For information on the Children and Families Bill 2013 go to:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219659/Children_and_Families_Bill_2013_Factsheet_Introduction.pdf

Arrangements for coordinating the provision:

The Assistant Head for Inclusion alongside the members of the Senior Management Team will:

- Co-ordinate and develop school-based strategies for the identification and review of children with SEND.
- Coordinate, monitor and review the provision for pupils with SEND, including general class, small group and individual pupil support.
- Take responsibility for establishing an individual SEND record for each child whose educational needs demand this provision. (This will be an individual Pupil Profile and Provision Map.)
- Maintain and oversee all records for pupils with SEND.
- Liaise with and advise teachers about pupils' SEND.
- Liaise with parents/carers of pupils with SEND and meet termly to review provision and progress alongside the class teacher.
- Liaise with the TAs in school.
- Liaise with external agencies including the LEA's support and educational psychology service, health, social services and voluntary organisations.
- Ensure that termly and annual reviews for pupils with Education and Health Care Plans take place and that statutory paperwork is completed.

- Ensure that CLA and PEP reviews take place for Children looked After and the appropriate paperwork is completed and uploaded electronically.
- Report to the governing body on a regular basis.

Equal Opportunities and Inclusion:

We ensure that the school respects the needs and beliefs of all pupils and parents: taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational needs and aspirations.
- Bring different knowledge and experiences to the classroom.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Class teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, in physical and practical activities.
- Helping children to manage their own behaviour, taking part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or anxiety.

Arrangements for the admission of children with disabilities

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility, and the school would work with parents/carers and other agencies involved to ensure that appropriate provision could be provided. It is the school policy to accommodate children with disabilities should parents wish and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special Educational Needs and Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all children.

Swiss Gardens Primary School Offer

Swiss Gardens Primary works closely with other schools in the local area, including the local mainstream secondary school – Shoreham Academy and all its feeder primary schools. Herons Dale Primary, the local school for supporting children with SEND, also works closely within our cluster. We are all supported by the Local Authority, the SEND Hub and other agencies.

This is to ensure pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of the pupils with Special Educational Needs and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At Swiss Gardens Primary, we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support children through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

This is to enable parents/carers to make decisions to best support their child's learning and growing independence.

14 questions have been devised nationally in consultation with parents/carers and other agencies, which reflect their concerns and interests. These must be answered by all agencies, schools and colleges to provide information to parents and carers to help them make decisions about how best to support their child's needs.

Below are Swiss Gardens Primary School's responses to these questions:

1. How does the school know if my child needs extra help?

Children's progress for learning, behaviour and independence is closely monitored through formative and summative assessment.

If a class teacher feels a child is making limited progress, parents will be informed and strategies put in place to enable opportunities for catching up.

For the most part, quality first teaching with good differentiation is all that is necessary for a child to get 'back on track'.

When this does not make the required impact, other strategies, such as small group or 1:1 interventions may be considered for a short term where assessment of impact will be measured.

Extra help may also be required when we notice a change in any aspect of the child's behaviour.

We know when pupils need extra help if:

- Concerns are raised by parents/carers/teachers or the pupil's previous school.
- There is a lack of progress.
- Assessments are below national expectation.
- A pupil's behaviour gives cause for concern.
- A pupil asks for help.

What should I do if my child has a Special Educational need or I think they might have?

If a parent has any concerns regarding their child's education or progress, they should, in the first instance, contact the class teacher.

The class teacher works closely with the Assistant Head for Inclusion; progress of all children where there may be concerns is regularly discussed and monitored. If the parent/carer or class teacher feels it would be useful, the Assistant Head for Inclusion will also attend a meeting or can be referred to at any time.

Mrs Older is the Assistant Head for Inclusion and SENDCO for the school and she can be contacted through the school office (01273 453176). Mrs Older will be able to suggest ways forward to help your child to make the best possible progress. If she is not able to offer the support needed, she will seek advice from external agencies to help your child.

Identification/Assessment:

Provision for children with SEND is a whole school responsibility- the Governing Body, Head Teacher, Assistant Head for Inclusion, all other staff members, particularly class teachers and teaching assistants that have the day-to-day responsibilities and accountability. All teachers are teachers of children with special educational needs.

The children's attainment will be assessed formally and informally to check for progress and age-appropriate skills. Children that are highlighted as not making the appropriate progress or development of skills could be identified as having a special need, despite rigorous differentiation.

Teachers will bring concerns to the attention of the Assistant Head for Inclusion who will investigate further by using a range of additional strategies that may include:

- Observations
- Diagnostic testing
- Discussion with the parent/carers and child
- Referral to outside agencies

Some children enter school with an identified special need with information transferred from the Early Years setting. We rely on additional information from parents and carers.

The class teacher and the Assistant Head for Inclusion will use this information to:

- Identify any learning need or barrier to learning.
- Share information from and to the parents/carers in building a picture of the child and their needs.
- Provide starting points for the development of an appropriate curriculum and short and long-term achievable outcomes.

- Identify and focus attention on the actions to support the child- draw up the Provision Map.
- Ensure ongoing observations and assessments to provide regular feedback about progress towards set outcomes.

The identification and assessment of the special educational needs of the child whose first language is not English is investigated over a longer period of time to collect evidence that the difficulty doesn't solely arise from the limitation in the language. The Ethnic Minority Achievement Team can be involved in these investigations using the First Language Assessment.

Provision:

Following the collection of information, the Assistant Head for Inclusion and class teacher will decide whether provision that is "additional to, or different from", is necessary for the child. If in-class differentiation or a change of teaching style is sufficient, the child will not be regarded as having special educational needs. At Swiss Gardens we call this the monitoring stage. If a child is predicted to achieve below the national expectation for their age they should be monitored carefully and placed on the SEND register if progress continues to be delayed.

Where provision that is "additional to-or different from" is needed, the child will be placed on the SEND register at SEN School Support.

A Provision Map will show the child's support in the form of listed interventions that the child will benefit from. They will also have an ILP (Individual Learning Plan).

This additional intervention may include:

- Different learning materials/ Specialist equipment
- Group or 1:1 TA support either within the classroom or withdrawn.
- Booster Groups- (SALT, Social, Maths, Literacy, Fine and Gross Motor Skills.)
- Jump Ahead Programme (Gross and fine motor development)
- Play therapy time

A child may be reviewed as making satisfactory progress towards desired outcomes and therefore it could be decided co-operatively, with parents/carers, that no further additional support is needed presently. The child will be taken off the SEND register but continue to be carefully monitored in the classroom environment.

If, however, the child's rate of progress is still felt to be inadequate, further action will be needed. A request for help from agencies, such as the Speech and Language Therapy Service or the Educational Psychologist, could be appropriate. Programmes will be put in place on the advice to support the child in the class or through group or 1:1 intervention.

If the child demonstrates significant cause for concern after a reasonable time of intervention, a request for an Education and Health Care Plan may be made to West Sussex LA. Criteria for this is outlined in the SEN Code of Practice 2014.

An Educational Psychologist will be involved in this, and clear documentation will be needed as evidence of intervention strategies, literacy and numeracy attainments and the involvement of other professionals in the “Plan, Do, Review” process, over a period of at least 2 terms. Parents/carers will be at the centre of this assessment and will be kept full informed throughout the process.

The Education and Health Care Plan will document:

- Who is important to the child?
- The child’s strengths.
- The needs of the child.
- The aspirations of the child and family.
- Long term preferred outcomes for the child.
- Recommended provision for the child.
- Named educational setting for the child.

Children with an Education and Health Care Plan will additionally have an Annual Review Meeting to bring together the professionals working with the child to assess progress towards short and long-term outcomes. This could involve the school Special Needs Officer (from County) if significant changes in the child’s needs are to be discussed. The parent/carer voice is very important to this meeting and where appropriate, the child’s voice will be recorded and discussed. If the Annual Review coincides with a transfer to the child’s next school a representative (named secondary school) will be invited to attend. For a Year 5 child, this will take place in the Summer Term.

Allocation of resources:

The school receives a delegated budget for SEND provision, which is spent on staffing costs to meet the needs of the children on the SEND register through additional support. This includes the children with an Education and Health Care Plan.

The Assistant Head for Inclusion receives funding for materials, equipment, etc. through the department bidding system that considers SEND as a department within the school structure. The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

2. How will Swiss Gardens Primary support children with Special Educational Needs and Disability?

Children who may have needed a small to medium amount of extra help from adults in the class may have been put on either as School Action or School Action Plus, (depending on how much support or external outside help from Speech Therapists, Educational Psychologists etc. was also needed).

From September 2014 these have been replaced with one single category known as ‘SEN Support’.

If a child needs extra support, depending on their need, they will be given a Provision Map (PM) or Individual Learning Plan (ILP) written by the class teacher and Assistant

Head for Inclusion, with specific targets to focus and measure the impact of support given to a child in order to speed up their progress. Targets are agreed with the parents and, where appropriate, with the child.

Additional support, if needed, will be written on to the PM or ILP and can be delivered by the class teacher and/or the TA.

The key focus will be on high quality, well differentiated teaching with some interventions where necessary.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan.

The class teacher would discuss any concerns with the parent/carer and explain what sort of support at school and at home would be appropriate. The teacher would also discuss and feed back any concerns to the Assistant Head for Inclusion, who would also monitor progress.

At times, children may be referred (with parent's consent) to outside agencies, such as an Educational Psychologist, School Doctor, Speech therapist or the Social, Emotional and Behaviour Difficulties team. These agencies can offer assessments, possible diagnosis of a condition and specialist advice on interventions and support.

Current Interventions include;

- Support groups for Maths and Literacy
- Lego group for conversation and interaction
- Phonics Booster session
- Hand – writing/fine motor support
- Writing intervention – class teacher led to a small group
- Read Write Inc Fresh Start Intervention
- Numicon activities
- Toe by Toe
- Speech Therapy
- Social Skills groups
- Nurture Groups
- Play therapy
- Jump Ahead

Interventions in each class are provision mapped and costed by the Assistant Head for Inclusion and School Business Manager.

Interventions can vary in size and length; some are short 1:1 sessions which last about one term. Others may go on longer as a way of supporting children who may struggle on a daily basis to keep up with their peers. These are longer-lasting small groups to build on self-esteem, friendship and independence as well as focusing on academic levels.

All interventions are regularly reviewed and children's progress tracked.

All parents are encouraged to contribute and be involved to their child's education through discussions at formal and informal meetings and when they need support and advice.

Specialist facilities:

There are two toilets, which have disabled access. The upper building has disabled access via a ramp. There is a toilet equipped for wheelchair access in the upper building and in the lower building near the hall.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Policy/Plan.

3. How will the curriculum match my child's needs?

Our school focuses on 'Quality First Teaching', which means teachers plan and provide well-differentiated teaching and learning within the classroom, where all children can access the learning and make good progress.

We use a 'themed approach' to learning with whole school themes to inspire and motivate the children. All children are planned for so that they can be included to access all work at the level they are working at.

When a pupil has been identified as having a Special Educational Need, their work will be differentiated by the class teacher so that they can access the curriculum more easily.

One-to-one support may be provided for children to enable the children achieve and make progress at an appropriate level or in a small group.

When a child has been identified as needing a higher level of support, they will be given an ILP (Individual Learning Plan – see section 3).

If needed, Specialist Equipment may also be given to the pupil: writing slopes, seat cushions to aid concentration and posture, visual aids, pen/pencil grips, scissors, stress balls etc.

How does the school evaluate effectiveness of its provision for pupils with Special Educational Needs?

The SENDCO and class teachers write a termly provision map for each year group to measure progress and achievement.

Evaluation of Individual Learning Plans with staff and parents, three times a year.

Use of assessment and tracking information linked to specific interventions.

Use of attainment and progress data for children with SEND across the school as part of whole school tracking of children's progress in core National Curriculum subjects

Monitoring by SENDCO with regular meetings with class teachers.

4. How will I know how my child is doing?

We always welcome discussions with parents.

- You will be able to discuss your child's progress with their class teacher at parents' evenings.
- You are also welcome to make an appointment with the Assistant Headteacher for Inclusion at parents' evenings.
- Children with very specific needs may have an Individual Learning Plan (ILP). The class teacher and SENDCO meet to review ILP targets and set new targets each term.
- Children with an Educational Health Care Plan (EHCP) will have an annual review meeting that includes everyone involved in the child's education and development.
- If your child is participating in a specialist intervention that is not part of our usual school curriculum, you will be informed by letter, meeting or phone call.
- You may also make an appointment to speak to your child's class teacher at any time.
- After an appointment with your child's class teacher, you can make an appointment with the Inclusion team to discuss the matter further.
- End of year reports will give parents an overview of progress and attainment throughout the year.

How will you help me to support my child's learning?

It is essential to work in partnership with parents/carers, valuing their knowledge and experience and working together to meet the child's needs.

Parents/carers of all pupils are actively encouraged to visit the school to discuss each child's progress or any particular problems the child may be facing. This is done, at the earliest opportunity, either informally or formally at Parent/carers Consultations. Also:

- The class teacher may suggest ways of supporting your child's learning through letters sent home or at Parents Evenings.
- The SENDCO may meet with you to discuss how to support your child. This will sometimes follow on from a child being assessed for specific learning difficulties by the SENDCO.
- The SENDCO may meet with you to discuss strategies to use if there are concerns around your child's behavioural/emotional needs.
- If outside agencies or the Educational Psychologist have been asked to see your child they may suggest strategies for use at home.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, support staff and SENDCO are readily available for pupils who wish to discuss issues/concerns.
- Social skills groups may be run by teaching assistants and learning support assistants across the school.
- Play time and lunchtime clubs are available for children who find playing outside with their peers very difficult.
- Play therapy may be available from Jackie Horne – our school play therapist for children who have a specific emotional need or who are experiencing difficulties that are impacting on them in school.
- If a pupil has a medical need, then a Care Plan is written in conjunction with the School Nurse, parents and the appropriate member of staff for your child.
- Regular Epi Pen training is provided for all relevant staff.
- Please see our Admin of Medicines Policy for details of managing medication for children in school.

How do we ensure that children with SEND have a voice in the school?

- We recognise the importance of children participating as fully as possible in decisions that relate to their provision and support. By following a person-centred approach, creating ILPs for specific children and listening carefully to their thoughts and aspirations, we ensure that the support provided is appropriate and therefore more likely to be successful.
- If a child finds it difficult to voice their feelings, then the school will allocate a member of staff they have a positive relationship with to ensure their voice is heard.
- Children are heavily involved in writing and reviewing their own Individual Learning Plans (ILPs) alongside their class teacher, Teaching Assistant and parent/carer.

How do you support children with specific medical needs?

- If your child has a particular medical need, then a detailed Health Care Plan is produced in consultation with parents and carers and the school nurse. The Plan is then shared with all members of staff who will be working with your child.
- Staff receive EpiPen training regularly.
- In rare circumstances and in agreement with parents/carers, medicines are administered in school.

What happens if/when my child is given a diagnosis of a condition?

If your child is given a diagnosis for a learning condition or disability, it is our job to listen carefully and support you. We would take advice and guidance from the relevant professionals and incorporate all this into an ILP (Individual Learning Programme) with measurable and achievable targets. If needed, we would make an application for an Education and Healthcare Plan (EHCP).

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialized expertise. We work closely with outside agencies to meet the needs of our children, including:

- Speech and Language Therapy and Occupational Therapy
- Play Therapy/Counselling
- Family Link Workers
- Think Family and Early Help Team
- Child Development Centre
- First Team
- Inclusion Support Team
- Social Services
- Educational Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- Parent Partnership

If you felt that your child would benefit from the support of one of these services, your first point of contact should be your child's class teacher.

7. What training have the staff had or are having?

All of our staff are aware of the systems in place to identify and support SEND pupils and they routinely use a range of teaching approaches to accommodate pupils with different learning styles.

Many of our staff have been on training courses to enable them to better support our children with additional needs, including sessions on:

- Autism Awareness and Social Inclusion
- Attachment Theory
- Phonics and Early Literacy
- Specific Literacy Difficulties
- Speech, Language and Communication Support
- Sensory Needs
- Positive Handling and Behaviour Management
- Supporting Children with Occupational Therapy Needs
- Supporting Pupils with Visual Impairment
- Supporting Vulnerable Pupils

We also have a strong Governing Body who attend training and offer our school invaluable challenge and support.

8. How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available to all.

- We work hard to ensure that all school trips and extra-curricular activities are accessible to all pupils whenever possible. Teachers will often involve parents and carers in the planning of these trips.
- We do a Risk Assessment before all trips to ensure that all children will be safe and able to access the learning. Some children may require adaptations, such as different transport arrangements or an additional staff member to support them, which we consider on a case-by-case basis.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Existing facilities provided to assist access to the school by children with disabilities:

- Step free access to the school site and into the school buildings, 1 disabled parking bay is available accessed through the staff car park via the slope.
- Ramps into school to make the building accessible to all.
- Routes to the main entrance are clearly signed and free from obstructions
- An accessible toilet is available in both the lower and upper buildings.
- Wider doors in all parts of the building.
- A shower room.
- Carpeted areas in classrooms to aid hearing impaired children's learning.
- Accommodating children with special needs is carefully considered each year as children move classes.
- Single storey building with typically wide corridors and access routes.
- We have sought advice from a 'Rehabilitation and Mobility Officer' to ensure that our site is accessible when catering for specific needs.
- As a school, we are happy to discuss individual access requirements.

10. How will the school prepare and support my child when starting school or transferring to secondary school?

Many strategies are put in place to ensure that a pupil's transition is as smooth as possible. These include:

- Meetings for new reception parents to help them prepare their children for school.
- Visits from Swiss Gardens Primary staff to the pre-school settings.
- Meetings between the previous and receiving schools prior to the pupil joining/leaving.
- Transition days/afternoons within school when moving between year groups.
- Transition days to local secondary schools. Extra visits can be set up for those children that need them.

Where a pupil has more specialised needs, a separate meeting is arranged with parents, and any agencies and an individual transition plan can be put into place.

11. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources.
- The additional provision may be allocated after assessments, progress review meetings and discussion with the class teacher, Assistant Head teacher for Inclusion, Year leader or outside agencies.
- For children with an Education Health and Care Plan (EHCP), we carefully budget to ensure all their needs are met as specified on their Plan and beyond. For example, assigning appropriate one-to-one support or ensuring access to other agencies such as Speech and Language Therapy.
- The child, parents and carers, teachers, the SENDCO, the SENDCO Assistant and the senior leadership team are often all involved in deciding how to allocate support to best meet the needs of an individual child. We are very careful to reflect on individual need and match this carefully to the available resources.
- See the Pupil Premium Policy for information on how the school's pupil premium is spent.

How is the decision made about what type and how much support my child will receive?

- The amount and type of support offered to your child will be reviewed at least termly in collaboration with parents and sometimes other professionals.
- Children with an Education Health and Care Plan will also have an 'Annual Review' which is another opportunity to review how your child is being supported.
- Teachers and the SENDCO are always keen to hear the views of parents and carers about the support in place so we can work together to put in place the best possible programme of learning for your child.
- Every year, careful consideration is given to the access arrangements that can be made available to children who are taking public examinations.

12. How is the decision made about how much support my child will receive?

- When the children join the school, support is allocated using the information provided by the child's previous school or setting.
- During the school year provision is regularly adjusted, and the Assistant Headteacher for Inclusion will allocate extra provision in consultation with the class teacher, outside agencies and the Year Leader.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- Parents' evenings.
- Meetings with the Inclusion Team
- Team Around the Family' (TAF) meetings with outside agencies.
- Annual review meetings where children have an Education and Health and Care Plan (EHCP)
- Individual Learning Plans. Children with complex or specific needs will have their provision recorded on an Individual Learning Plan. A copy of this will be available for parents and their comments welcomed.

How do the school treat complaints from parents of pupils with SEND?

- If you have a worry or concern about your child, then we would always encourage it to be shared at the earliest opportunity, and the first point of contact should be your child's class teacher. The school's SENDCO, Assistant Headteachers or Headteacher would also be available to listen to any concerns you may have.
- The school will provide sufficient opportunity for any complaint to be discussed and would always aim to resolve it in a fair and honest way through open dialogue.
- There is also a formal complaints policy which is available on the school website and from the school office.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact your child's class teacher, your child's Year Group Leader or Mrs Older (Assistant Headteacher for Inclusion and Safeguarding and SENDCO).

The West Sussex Parent Carer Forum (<http://www.westsussexparentsforum.co.uk/>) and The West Sussex Parent Partnership Service (<https://westsussex.local-offer.org/services/7-parent-partnership-service>) are just two websites that parents and carers of children who have special educational needs or disabilities may find useful.

Mrs C Older

Assistant Headteacher for Inclusion and Safeguarding

Glossary of terms:

CAHMS; Child and Adolescent Mental Health Service

EHCP; Education, Health and Care Plan

EP; Educational Psychiatrist

IST; Inclusion Support Team (Learning Support/Behaviour Support)

OT; Occupational Therapist

SALT; Speech and Language Therapist

SEN; Special Educational Needs

SEND; Special Educational Needs and/or Disability

SENDCO; SEND Co-ordinator