

Compton Up Marden Primary CE School
Special Educational Needs and / or Disabilities Information Report

This is our school SEND Information Report. It has been written in agreement with our school staff, parents and governors. Please do not hesitate to come and talk to us if you would like any more information about any of the points contained in our report.

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Our School SEND Information Report

1.The kinds of special educational needs for which provision is made at Compton Up Marden CE Primary School

Compton Up Marden CE Primary School is a small, rural, mainstream Christian school. We are proud of our strong sense of community and nurturing environment. We are a small school and as a result children receive support from adults across the school which is very much personalised. We have an energetic approach to learning, encouraging the use of exciting, hands-on activities to stimulate intellectual, physical and emotional maturity. We offer an education led by creativity, exploration and innovation. Our children are highly motivated learners, our teachers have high expectations and our school community is built on a positive 'can do' culture. At the heart of what we do lies the question 'What opportunities are we creating for our children?'

At Compton Up Marden Primary School we value the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of

standards. We do this by taking account of pupils' varied life experiences and needs. We offer an exciting hands-on curriculum that stimulates all our pupils and we have got high expectations of all our children. The achievements, attitudes and well being of all our children matter. Compton Up Marden Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children.

2. Information about Compton Up Marden CE Primary School's policies for the identification and assessment of pupils with special educational needs

Q. How does Compton Up Marden Primary School know if my child needs extra help?

- Concerns have been raised by pre-school setting / Infant school / previous school
- Concerns are raised by teachers, Head Teacher and SENCO
- Concerns are raised by the parents/carers, or the child
- The child is making limited progress in a particular area/s against age expected levels
- The child has carried out a diagnostic test and the results show that targeted support is needed
- There is a change in the pupil's behaviour or progress
- External agencies have identified that the child needs extra support

Q. What are the roles of staff in supporting my child?

- The class teacher will oversee, plan and work with each child with Special Educational Needs and / or Disabilities to ensure that progress is made
- There may be a Learning Support Assistant (LSA) working with your child either individually or in a group.
- The Special Educational Needs Coordinator (SENCO) oversees all support and progress of any child requiring additional support
- There are regular meetings to discuss the progress of pupils in each class. This shared discussion may highlight a pupil's potential difficulties, in order for further support to be planned
- Occasionally a pupil may need more expert support from staff in an outside agency such as an Educational Psychologist or Speech and Language Therapist. A referral will be made with your consent and forwarded to the most appropriate agency. The school works in partnership with the agencies to provide further targeted support for your child.

Q. What do I do if I think my child has special educational needs? How will I raise concerns if I need to?

- Talk to us – contact your child’s class teacher as the initial point of contact for responding to parental concerns
- Contact our SENCO: Mrs Annie Porter, via the ‘contact us’ section of the website or the School Office.

3.Information about Compton Up Marden Primary School’s policies for making provision for pupils with special educational needs whether or not pupils have Education Health Care plans including –

- How the school evaluates the effectiveness of its provision for such pupils**
- The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs**

Q. a). How does the school evaluate the effectiveness of its provision for such pupils? How does the school know how well my child is doing?

- The school staff team – the Teachers, LSAs, SENCO and Head Teacher constantly discuss children’s individual needs and progress, pupils and parents are also involved in this process, and where necessary, we adapt provision accordingly.
- As a school we measure children’s progress in learning against National expectations, age related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children’s progress from entry at Year R through to the end of Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- The school evaluates the extent to which additional support has had an impact on the child’s educational progress through careful regular tracking of children’s progress and discussions with all involved including the pupil and parents. We adapt support accordingly.
- If a child on the Special Educational Need Register, they will have a Personalised Learning Plan (PLP). When a child’s PLP is reviewed, comments are made against each expected outcome to show what progress the child has made (see below for more details). If the child has not met the expected outcome, the reasons for this will be discussed, then the expected outcome may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- The Governing Body is kept well informed about SEND matters [and produce the](#)

Accessibility Plan, which can be found under the general policies section of the School Website, to ensure all children are catered for.

Q. b) How will I know how my child is doing? How will you help me to support my child's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet with the class teacher or SENCO / Head Teacher to discuss how your child is getting on. We can offer advice and practical ways on how you can support your child's learning at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we communicate regularly, especially if your child has complex needs.
- When appropriate, we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed. Parents say that this is very good to have. It provides a useful two-way record of information.
- If your child is on the SEN register they will have a Personalised Learning Plan (Personal Learning Plans) where pupils work to individual / group outcomes. The expected outcomes set are SMARTER (Specific, Measurable, Achievable, Realistic, Time scaled, Evaluated and Reviewed).
- PLPs are discussed and updated regularly in scheduled meetings with the teacher, pupil and parents and SENCO
- Parents are invited to attend parents' evenings
- Meetings with outside agencies will take place as appropriate
- If your child has complex SEND they may have an Education and Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.
- Extra time for statutory tests will be awarded / agreed if children with SEND match specific criteria.

3.(c) The school's approach to teaching pupils with special educational needs

Q. How will Compton Up Marden Primary CE School staff support my child?

- The SENCO oversees the learning and progress of all pupils with SEND and coordinates any additional support for pupils.
- All pupils' learning is planned by the class teacher.
- All staff are skilled in adapting pupil's learning as they teach, according to individual pupil's responses and needs.
- When a pupil has been identified with SEND, their work will be differentiated by

the class teacher to enable them to access the curriculum more easily. The class teacher alongside the SENCO / Head Teacher will discuss individual child's needs and what support will be most appropriate

- This may include additional general support by the teacher or Learning Support Assistant (LSA) in class. If appropriate, specialist resources will be available to further support children.
- Individual children require varying levels of support which changes over time. This will be an on-going discussion with parents
- If a pupil has been identified as having needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil will be placed in a small focus group or will work individually. These are known as interventions. This will be run by the teacher or Learning Support Assistant. The length of time of the intervention will vary depending on need and rates of progress. The progress of individuals on interventions will be regularly reviewed by all involved to monitor the effectiveness of the provision for that pupil and to inform future planning.

3.d. How the school adapts the curriculum and learning environment for pupils with special needs

Q. How will the curriculum at Compton Up Marden Primary School be matched to my child's needs?

Compton Up Marden CE Primary School makes all reasonable adjustments to meet the range of special education needs which pupils have in our school. All curriculum work is adapted according to pupil's specific needs. This includes adapting the curriculum at a group and individual level. Teaching staff and LSAs may provide extra targeted support. All children can access each lesson and learn at their level.

3.e. Additional support for learning that is available to pupils with educational special needs

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

- There will be on-going discussions with school staff and parents, and the child
- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support which may change over time
- If children with SEND match specific criteria, extra time for statutory assessments may be given
- We ensure that the needs of all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who deliver programmes designed to meet groups of children's needs (These are known as Interventions, see section 3c for more details.)
- We closely monitor the impact of these programmes on individual pupil's achievement to ensure they are improving rates of progress, we adapt accordingly
- Extra resources are purchased where appropriate to meet specific needs
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

3.f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Q. How will my child be included in activities outside school classroom including school trips?

- Compton Up Marden is an inclusive school and as a result all children are entitled to join any after school activities.
- Visits and trips are planned to match the curriculum and so that all children can access them, including residential trips.

3.g. Support that is available for improving the emotional and social development of pupils with special educational needs.

Q. What support will there be for my child's overall wellbeing?

- We aim to be an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Therefore the class teacher would be the parents' first point of contact.
- If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- As a school we have a very positive approach to behaviour management with a clear reward system that is followed by all staff and children.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.
- All children receive Personal, Health and Social Education as part of their curriculum which ensures children are aware of their own well-being and the well-being of others.

Q. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
 - Children who have personal learning plans (PLPs) have a meeting with their class teacher and parents to jointly discuss the outcomes they will work towards
 - There is also a worry box in every classroom for children to use, which is regularly checked by TAs and teachers.
 - If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings. .
- **Q. If they should be needed, how does the school manage the administration of medicines?**
 - The school has a policy regarding the administration and managing of medicines on the school site. (On the School Website.)
 - Parents need to contact the Admin Officer if medication is recommended by Health Professionals to be taken during the school day.

- The Admin Officer generally oversees the administration of any medicines.
- All staff have auto-injector training.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations

4.The name and contact details of the SEN Coordinator

The SENCO is Annie Porter, who can be contacted via the School Office. Telephone number: 023 92631900

5.Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Q. What training is provided for staff supporting children and young people with Special educational needs and disabilities?

- Compton Up Marden CE Primary School understands the importance of staff training and development to enable us to fully support children with Special Educational Needs
- Different Teaching Staff and LSAs have received training on how to support children with specific needs, and specific programmes and interventions, to ensure that we have expertise in supporting a range of special educational needs.
- Teaching staff and LSAs have had training from School inclusion team and Learning and Behaviour Support Team on supporting pupils with autism, attachment needs and behaviour issues.
- Compton Up Marden Primary School would prepare for a child coming to school with needs the staff had not previously supported by organising further staff training to enable us to fully support these needs..
- All teacher and support staff have had Lego Therapy training.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.
- Members of staff have had support in delivering Speech & Language programmes from Speech & Language therapists.
- Members of staff completed training on supporting pupils with Dyslexia.
- Most members of staff have received Team teach training (*which involves restraint training*)

Regular Continuing Professional Development (CPD) opportunities are planned for Compton Up Marden CE Primary School staff to meet the needs of the pupils in school.

6. Information about how equipment and facilities to support children and young people with SEND will be secured

Q. How accessible is Compton Up Marden Primary School for children with disabilities?

- As a school we are happy to discuss individual access requirements to ensure that all children entering Compton can be offered an inclusive curriculum regardless of need or ability.
- The school has a disabled toilet and a disabled changing space.
- We liaise with Specialist Teacher Advisors, eg specialist teacher advisors for visually impaired children, to advise and secure provision, and advise on specialist supportive equipment.
- The school is on two levels, there are a small number of steps to the separate hall entrance but this also has ramp access.
- Inside the school there are a small number of steps up to the library area and KS1 classrooms, however these can accessed via the hall ramp.
- There is an upper field area, which is not easily accessible to a wheelchair user.
- **The Governing Body produces the Accessibility Plan, which outlines the strategies to increase the accessibility of disabled pupils.**

7. The arrangements for consulting parent carers of children with SEND about, and involving such parent carers in the education of their child

Q. How are parent/ carers currently involved in Compton Up Marden CE Primary School? How can I get involved and who can I contact for further information?

- We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- Parents / carers are invited to attend new parents meetings, open mornings, parent learning sessions etc
- The class teacher will meet with parents at least termly to discuss pupil's needs, support and progress, results of assessments carried out, and how to support at

home.

- The SENCO / Head Teacher is available to discuss support in more detail
- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Approaches to learning include whole class, group and individual.
- Learning Support Assistants (LSAs) may be allocated to work with a pupil in a one-to-one or small focus group to target more specific needs.
- If appropriate home / school link books will be used for regular contact between school staff and parents / carers
- If a pupil has been identified as having a special educational need, they will have a Personal Learning Plan. PLPs are written in a meeting with the class teacher together with the child and parent/s / carers. Clear outcomes which the pupil will work towards within a set period of time, are discussed and agreed on. It is discussed how parents can support their child in working towards the agreed outcomes. PLPs are monitored by the class teacher and pupil weekly, and by the SENCO each term. Progress Review meetings are arranged with class teachers, pupils and parents half termly.
- If appropriate outside agencies will meet with parents to discuss pupil's needs and assessments, support and progress
- If appropriate, specialist equipment may be given to a pupil eg writing slopes, concentration cushions, pen/pencil grips, Ipad etc will be available to support children.
- If your child has complex SEND and they have an EHCP (Education Health Care Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

8. The arrangements for consulting children with SEND about, and involving them in, their education

Q. How are children currently involved in Compton Up Marden CE Primary School? How can I get involved and who can I contact for further information?

- Compton Up Marden CE Primary School places a high importance on ensuring that children with special educational needs are able to contribute their views, particularly in relation to provision for them and their thoughts about how they can best be supported in their own learning.
- We ensure that their voice is heard and they are actively involved in the decision making process regarding their learning.
- We encourage and provide support to children to enable them to do this.
- Children who have personal learning plans (PLPs) have a half termly meeting

with their class teacher and parents to jointly discuss their learning needs, their additional support, and the outcomes the child agrees to work towards within a specific period of time. Progress Review meetings are organised at the end of this period where new outcomes are jointly agreed on.

- If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.
- Specialist staff that we work with, eg Educational Psychologists, also ensure that children's views and opinions about their own needs and learning are sought and acted upon.

9. Any arrangements made by the Governing Body or the proprietor relating to the treatment of complaints from parent/carers of pupils with SEND concerning the provision made at the school

Q. What steps should I take if I have a concern about Compton Up Marden's SEND provision?

- At Compton Up Marden CE School we have an open door policy. If you have any concerns, please do not hesitate to talk to us. We know how important communication between school staff and parents is as this allows us to work as a partnership to support the learning and progress of your child. Your opinions are important to us and we will endeavour to address and resolve your concerns as quickly as possible.
- If you wish to discuss your child's educational needs or you are unhappy about something regarding your child's schooling the first point of contact would be your child's class teacher to share your concerns.
- If you feel that you need to talk further, please contact the school office to arrange a meeting with Mrs Inskip (Head Teacher), or The school SEN Governor
- Refer to our SEN policy (on the school website).
- If you still feel unsatisfied, refer to the school's complaints procedure, (on the school website).

10. How the School and Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils.

Q. How does the School and Governing Body involve other services to support

pupils with SEND?

- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all statutory policies as defined by the DfE
- As a school we are able to access a range of outside agencies that we feel are relevant to individual children's needs within our school including – GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, social services including Locality Teams and social workers, Educational Psychologists, Primary Behaviour Support, CAMHs (Child and Adolescent Mental Health), and Specialist Teacher Advisors etc.

11. The contact details for parents of pupils with SEND

Who should I contact if I am considering whether my child should join the school?

- Contact the School Admin office to arrange to meet the Head Teacher, Mrs C. Inskip, who will willingly discuss how the school could meet your child's needs.

12. Compton Up Marden's arrangements for supporting pupils with SEND in transferring between phases of education.

Q. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?

- We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We liaise closely with outside agencies.
- Children with an Education Health Care Plan (EHCP) will identify secondary school preference in year 5. The SENCO from the chosen secondary school is invited to attend a meeting to discuss plans to put into place for transition.
- We review the environment and resources to match the needs of the pupil

13. Information on where the Local Authority's Local Offer is published.**Q. Where do I get further information about services for my child?**

- Every school in England is required to publish their own SEN Information Report.
- This document is Compton Up Marden Primary School's SEN Information Report and it describes and explains what our school can offer to children with special educational needs. This links to the West Sussex "Local Offer".
- Every local Authority is required to publish information about services they expect will be available in their area for children and young people from birth to 25, who have special educational needs and/or disabilities (SEND), and also the services outside of the area which they expect children and young people from their area will use. This is known as the Local Offer. The Local Offer will put all the information about health and care services, and support groups in one place. It aims to provide clear, comprehensive and accessible information about the support and opportunities that are available.