Supporting Children with Special Educational Needs and/or Disabilities (SEND)

Ringmer Primary and Nursery School

Author: Headteacher

Approved by:
Board of Trustees

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Useful Links

Social, emotional and mental health

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Services

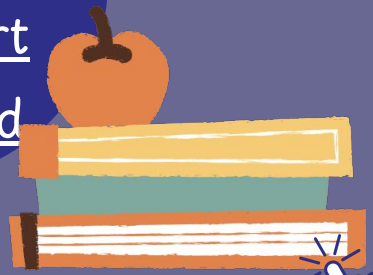
Inclusion in activities

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What is SEND?

SEND is a shortened way of saying Special Educational Needs and Disabilities.

A child or young person of compulsory school age is said to have SEN if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities.



Key words and phrases

These are some words you might come across when you have a child with SEND:

Area of need	This describes the area in which a child has a difficulty/difference
Provision	Resources or strategies used to support a learner
Strategies	Different ways of teaching.
Resources	The things we use to help with teaching and learning, such as toys.
Adjustments	The changes made to teaching and learning to make them more accessible.

Types of SEND

Communication and interaction

This can include anything from stammering and language delay, to social communictaion differences and Autism.



Cognition and learning

This can include differences with information processing and specific difficulties including dyslexia.



Social, emotional and mental health

This can include focus and attention differences, as well as low mood, emotional regulation differences and ADHD.



Sensory and Physical

This includes visual and / or hearing impairments, or physical needs that mean they must have extra ongoing support and/or equipment.



Who to talk to about SEND



Anna Crompton is our headteacher

acrompton@ringmerprimary.school

Tel: 01273812463



Sara Crane is our Head of School

scrane@ringmerprimary.school

Tel: 01273812463

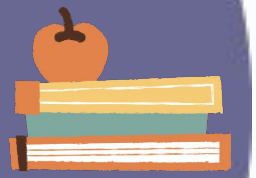


Lizzy Daly is our school SENDco

send@ringmerprimary.school

Tel: 01273812463

Your child's class teacher/ key worker



If you would like your child to join our Nursery please contact the school office or nursery@ringmerprimary.school to arrange a visit with Miss Wray.

If you'd like your child to come join our school please ring the office and arrange for a tour with Miss Anna Crompton.

If your child has special needs or a disability please ask to see Miss Daly or Miss Crompton, or you can contact Admissions at East Sussex directly.

If your child has an Education Health Care Plan please contact Admissions at County in order to request placement.



Complaints

What should I do if I'm not happy?



If you have any concerns, please contact your child's teacher or key worker in the Nursery.

If you would like further advice please contact the Head Teacher, SENDCo or Nursery Lead to arrange a meeting.

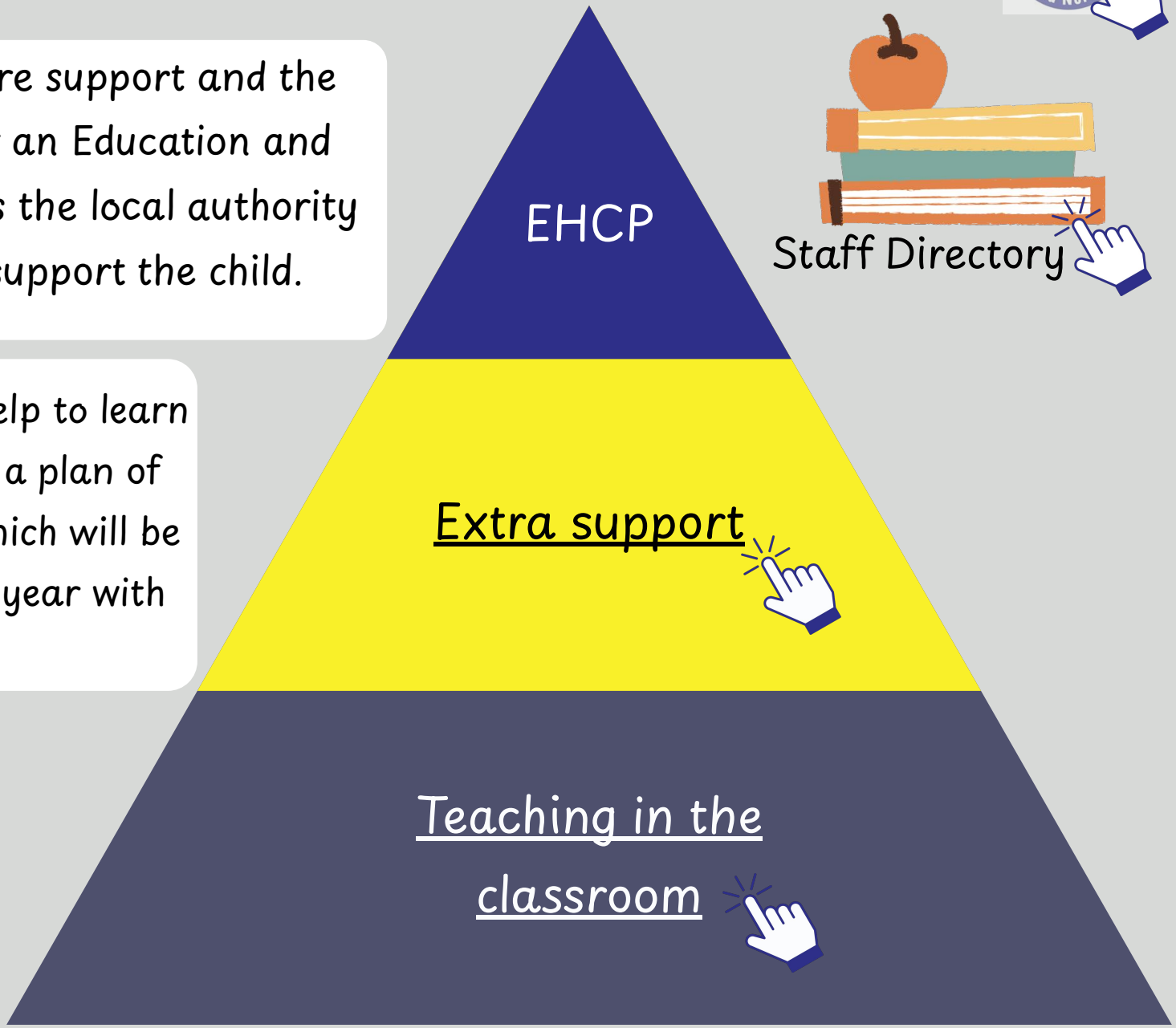
If you feel your concerns are not satisfactorily resolved, please see the schools Complaints Policy which is available on the school website, or from the school office.

What does support look like?

Some children need even more support and the school will need to apply for an Education and Health Care Plan. This means the local authority will support the school to support the child.

Some children need a bit more help to learn within the class. They will have a plan of extra things to support them, which will be reviewed at least three times a year with the parent carers.

All children are given extra help when they need it.





Miss Crompton
Headteacher



Mrs Crane
Head of School



Miss Daly
SENDCo



Miss Wray
EYFS Lead



Mrs Emmerson
Inclusion Lead



Mrs Powell
ELSA



Miss Lunt
SALT TA



Mrs Crisp
EYFS SALT TA

All children are given extra help when they need it.

Universally Available Provision at Ringmer						
Visual Timetable	Learning planner	Zones of Regulation Approach	Access to Sensory Garden	Sensory toolkit	Movement breaks	Prep for best (reset time before/ after transitions)
Key Vocabulary Visuals	Ringmer Core Makaton	Chunked, clear instructions	Adapted Teaching	Duel coding (images and words)	Low-stimulus classroom design	Whole class regulation/ mindfulness strategies
Class reset station	Dyslexia friendly fonts	Phonics/spelling mats	Ear defenders	Wobble cushion/ Flexi-band	Sensory stone/Chewy	Pencil grips

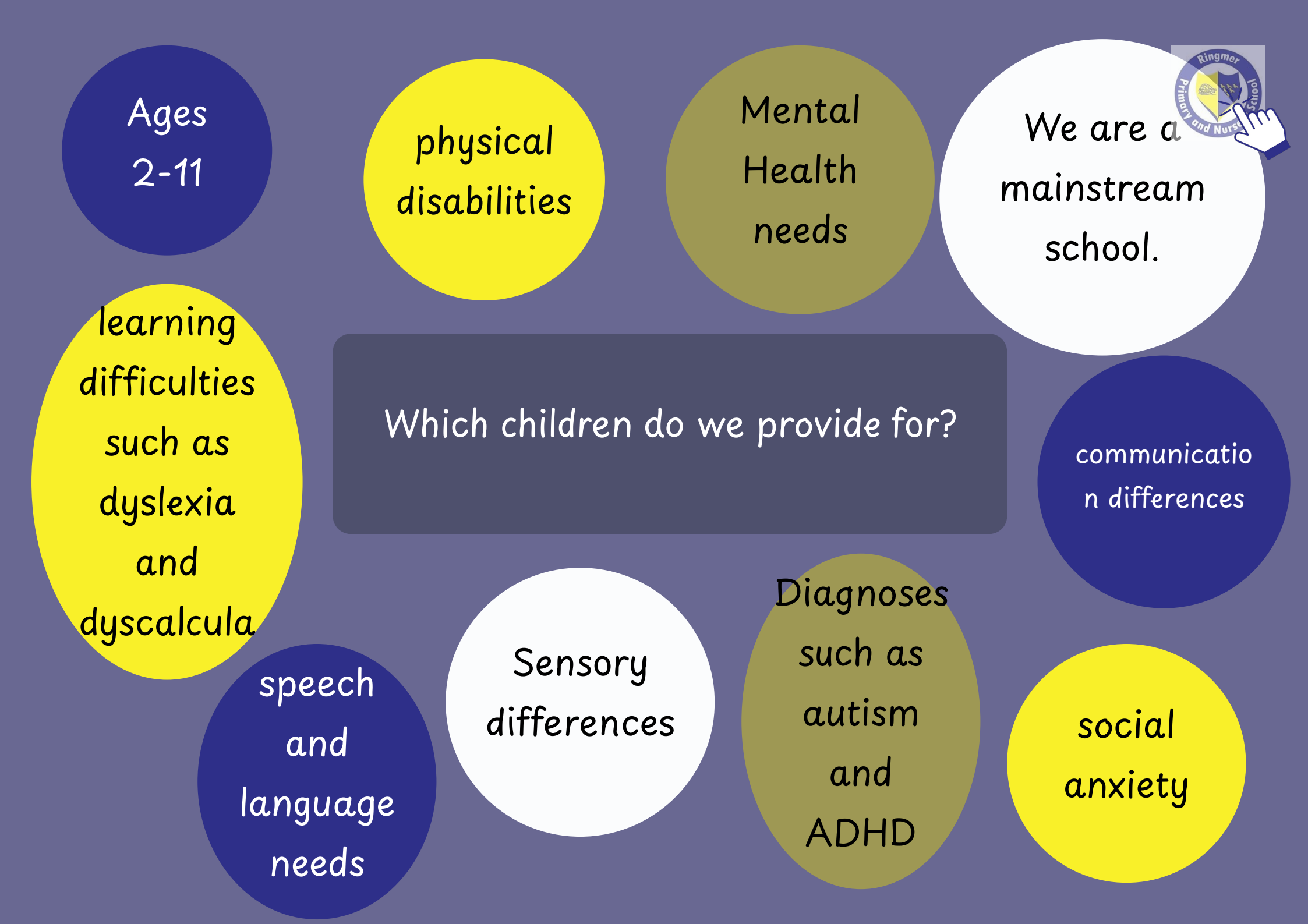
This is known as Universally Available Provision

They will have a plan of extra things to support them

Initial Outcomes and Plan Date: Term 5

Assess What can the child do now?	Plan What does the child need to do next?	Do Who will help the child and how?	Progress the child has made: Review (June)		
			Emerging	Developing	Achieved
Other Comments					

Parents and pupils are involved in reviewing plans.


Ages 2-11
physical disabilities
Mental Health needs
We are a mainstream school.
learning difficulties such as dyslexia and dyscalcula
Which children do we provide for?
communicatio n differences
speech and language needs
Sensory differences
Diagnoses such as autism and ADHD
social anxiety

need adult support

struggle with friendships

are making slow progress

have difficutly with speech

show distressed behaviours

A child may have SEN if they...

have a physical disability

have a medical diagnosis

have sensory differences

find focus and attention tricky

have social anxiety

Please raise any concerns with your child's teacher/key worker.

Your child's teacher can discuss any school or parental concerns with you during parents evenings, or at another convenient time.

Your child's teacher may begin a support profile.

Your child will be given help that they need in the classroom.

Your child will have quality teaching from their teacher.

If difficulties or differences continue, you or your child's teacher may discuss your child's case with the SENDCo. The SENDCO may:

offer advice

observe the child

review a plan

meet with parent/carers

If difficulties or differences continue, the SENDCO may:

seek outside agency support

change provision on a plan

In some cases, school or home may apply for an Education, Health and Care Needs assessment. The Local Authority will decide if enhanced support is needed for your child to make progress.

We have high expectations of all learners at Ringmer Primary and Nursery School, including those with SEND. We employ universally available provision strategies and interventions (Wave 1 provision).

Where needed, we utilise support and guidance from outside services such as speech and language therapists, TASS (Attendance and Inclusion) and CLASS, Education Psychologists and occupational therapists to deploy specialised, enhanced support (Wave 3 provision).

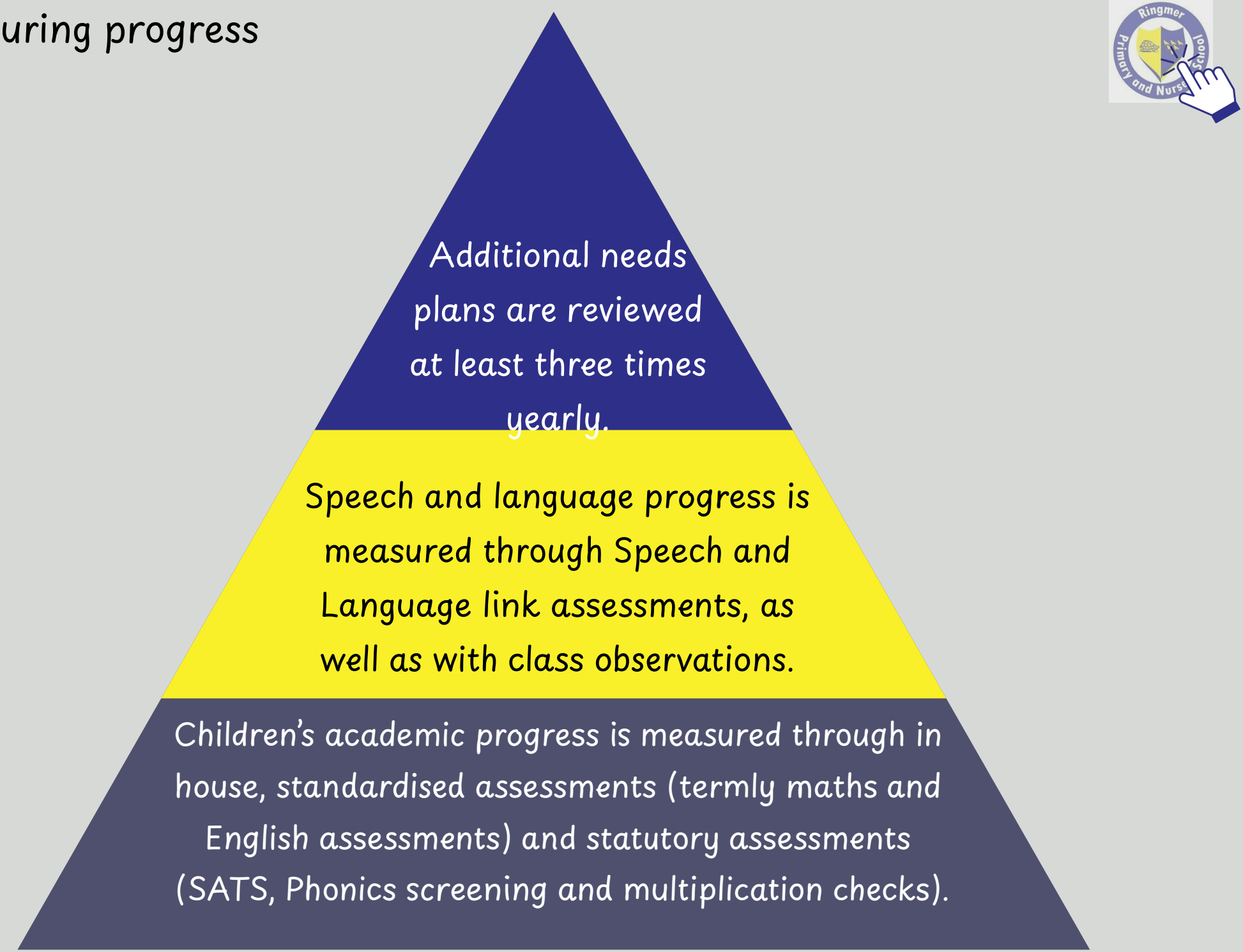
How we can work together to support your child

We deploy targeted intervention where needed to support not only academic needs, but social, emotions , mental health and communication needs (Wave 2 provision).

Parents and pupils discuss provision and targets throughout the year with class teachers and key workers, so that children make progress.

Additional needs plans are reviewed with parents and pupils at least three times yearly.

Measuring progress



What training do staff have?

Class teachers have training delivered either in staff meetings, INSET days, through personal CPD opportunities or through in-house workshopping. Training is delivered by the SENDCo, behaviour and learning lead, specialists such as iSEND advisors and educational psychologists or other outside services.

Support staff have fortnightly TA training with a focus on SEND, curriculum support and the role of the TA. Support staff also access training from iSEND services such as CLASS/TASS advisors working with key teams, supervised team-around-the-child meetings and in INSET days.

Leaders work with outside agencies to continue their professional development throughout the year, including undertaking relevant safeguarding training and specific additional needs training.





We make all reasonable adjustments to our premises in accordance with the Equalities Act to help all those who require access to the building, including those with physical disabilities. All pupils can access all parts of the school and nursery building.

Our Accessibility Policy outlines what we are currently working on to improve our provision further and this is available on the school website or upon request from the office.

Our Equality Policy outlines our commitment to inclusivity for all and is available

How are pupils/young people with SEND included in activities with other children, including school trips?



All children have access to social narratives and check-ins ahead of school trips and activity days. We include regular opportunities for school trips, visitors, woodland days, curriculum activity days and residential trips.

Visits and risk assessments are arranged by teaching staff beforehand and specific arrangements for SEND learners are discussed and accounted for during this process.

Our wellbeing curriculum supports learners from Nursery to Year 6, and teachers work closely with the Inclusion Team to identify and support pupils who need additional emotional and mental health needs.

"The strengths of the school are....focusing on the whole child, rather than just academic performance. Building enthusiasm for learning, self-compassion and resilience"
"amazing care and respect for the children" "safe, nurturing environment"
"pastoral care...(is a strength of the school)"

Quotes from parents

What support is there for children's/young people's overall well-being and their emotional, mental, and social development?

Our KS1 and KS2 nurture provisions are accessible for any and all learners who require pastoral support.

Sharon Powell is our ELSA - Emotional Literacy Support Assisstant.

Health visitors

Early Years Service

CAMHs

Occupational Therapists

Physiotherapists

Early Help



Children's Services

Team around the School and Setting (TASS) (Inclusion and attendence)

Placement support service

Which services do we work with?

English as an Additional Language Service (EALS)

School Nursing Service

Communication, Learning and Autism Support Service

Educational Psychology Service

EAST SUSSEX LOCAL OFFER

The East Sussex Local Offer, which outlines support for SEND pupils,.

Amaze SENDIASS is the Special Educational Needs and Disability Information, Advice and Support Service for East Sussex and Brighton and Hove.

East Sussex Customer Service for Children's Services
Email: informationforfamilies@eastsussex.gov.uk

CLASS+ works across East Sussex to support families/carers of Autistic children and young people.

CITES are a 100-strong team of qualified occupational therapists, physiotherapists, speech and language therapists, assistants and administrators.

East Sussex Wheelchair Service provides assessments for adults and children with mobility and postural problems.

i-go is the East Sussex Children and Young People's Additional Needs Register and free leisure discount card.