

**Shinewater
Primary
School**



SEND Information Report

Approval Date	Policy Reviewer	Title	Chair of Governors
July 2023	Mr F Cotton	SENCO	P Metham

Frequency of Policy Review	Annually
Version	7

Overview

1.	<i>About this report</i>
2.	<i>Who do I contact?</i>
3.	<i>Which children does the school provide for?</i>
4.	<i>How the school meets the needs of children with SEN and disabilities</i>
5.	<i>How does the school identify children's special education needs?</i>
6.	<i>How does the school teach and support children with SEND?</i>
7.	<i>How will the curriculum and learning environment be matched to the child's needs?</i>
8.	<i>How are parents and carers involved in reviewing children's progress and planning support?</i>
9.	<i>How are children involved in reviewing their progress and planning their support?</i>
10.	<i>How does the school prepare and support children to transfer to a new school?</i>
11.	<i>What training do school staff have?</i>
12.	<i>How does the school measure how well it teaches and supports children with SEN?</i>
13.	<i>How accessible is the school and how does the school arrange equipment or facilities children need?</i>
14.	<i>How are children included in activities with other children, including school trips?</i>
15.	<i>What support is there for children's overall wellbeing and their emotional, mental and social development?</i>
16.	<i>What specialist services does the school use to support children and their families?</i>
17.	<i>Where can I get information, advice and support?</i>
18.	<i>What do I do if I am not happy or I want to complain?</i>

1. About this report **(SEND CoP 6.81)**

The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year.

This Special Educational Needs and Disabilities (SEND) Information Report explains how our school meets the needs of children with SEND and disabilities. It will be shown on our school's website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. There is also a copy of The Trust's SEND and Inclusion Policy and the school's own SEND Policy is available on the school's website. This report is also the information we provide to the East Sussex local offer which is available via this link www.eastsussex.gov.uk/localoffer

This report will be published on our school website and reviewed annually. We will gather the views of parents and pupils to inform this report. If you want to give us your views about the report, please contact the SENDCo.

2. Who do I contact? **(SEND CoP 6.79 bullet 5)**

- The special educational needs and disabilities coordinator (SENDCo) is responsible for managing and co-ordinating the support for pupils with special educational needs, including those who have education health and care (EHC) plans.
- The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for pupils in the school.
- The SENDCo at Shinewater School is Vicki Wilson, who is a qualified teacher.
- If you are thinking of applying for a place, please contact the school office.
- If your child is already at the school, you should first talk to the child's class teacher.

Shinewater Primary School
Milfoil Drive
Langney
Eastbourne
East Sussex, BN23 8ED
Tel: 01323 762129
Email: swp-office@swale.at
Website: <https://www.shinewaterprimary.co.uk/>

Inclusion Team Contact Details

Mr. Francis Cotton- francis.cotton@swale.at

Mrs. Yvonne Williams, Deputy SENDCo HLTA - yvonne.williams@swale.at

3. Which children does the school provide for? (SEND CoP 6.79 bullet 1)

- Shinewater Primary School and Nursery is part of Swale Academies Trust and we admit pupils from age 2 to 11 years.
- We are an inclusive school. This means we provide for pupils with all types of special educational needs, including: dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties, physical disabilities and behaviour difficulties
- There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
- There may be instances where the needs of a pupil are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/ or setting to be identified.
- The school also currently meets the needs of pupils with an education, health and care plan with the following kinds of special educational needs: ASD, partially sighted/blind, cerebral palsy, SEMH needs and more specific needs within some of these areas of need
- If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council.
- If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

Please follow the school's website link for further information about admissions:

- <https://www.shinewaterprimary.co.uk/>

East Sussex school admissions:

- [school admissions - East Sussex.gov.uk](https://www.east-sussex.gov.uk/school-admissions)
- Contact Information for Families for admissions advice 0345 60 80 192

4. How the school meets the needs of children with SEN and disabilities (SEND CoP 6.79 bullet 5)

Our School Vision

Shinewater Vision and Values

The future is ahead - prepare for it. The present is here - live it.

At Shinewater we prepare for the future. We give each child the aspiration and belief that they can achieve their dreams. We grow children with kind hearts who are ready to shape their future world.

In a world of inequality, we are agents of change. We develop strong minds that challenge discrimination. There is power in collaboration and we will show everyone how to have kindness at the centre of all our choices.

The journey into the future may be bumpy, but we develop the tools, skills and resilience to tread our individual paths. We know that supporting each other is key to this success. We are a team and together we shine.

At Shinewater we live in the present. We immerse ourselves in emotional and academic learning and approach new experiences with positivity. We show each other respect and listen to each other's ideas. We open the door to awe and wonder.

It is our privilege to shape the future generations.

Aspiring Alligator

Positive Panda

Resilient Rhino

Kindness Kangaroo

Respectful Raccoon

Teamwork Tiger

Our Motto
'Together We Shine'

- We are committed to meeting the needs of children with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010.
- We provide an appropriate and high quality education for every child delivered through quality first teaching.
- Sometimes additional support is required to support a child's progress and achievement, making reasonable adjustments where necessary.
- Where a child is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan Do, Review (APDR).
- If the pupil is looked after by the local authority they will have a bespoke Personal Education Plans (PEP) and/or an Additional Needs Plan (ANP). We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.
- An analysis of a child's needs is carried out and evidence is gathered in collaboration with parents/carers and the child where appropriate.
- Targeted intervention is delivered within a given time frame and this is supervised by the Inclusion Team and the class teacher.
- The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.
- The SEND register is updated each term and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.
- Please also see the Local Offer page www.eastsussex.gov.uk/localoffer



5. How does the school identify children's special educational needs?
(SEND CoP 6.79 bullet 5)

- We aim to identify children's special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes
- A pupil has SEND where their learning difficulty or disability calls for special educational provision.
- That is provision which is different from or additional to that normally available to pupils of the same age.
- The identification of children with SEN is built into our overall approach to monitor the development and progress of all pupils.
- We gather information about any additional needs or concerns relating to individual children during transition meetings with parents and pre-school providers before they enter the school. At the same time we consider evidence that a child may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
- We then assess each child's current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for the child.
- Class teachers, supported by the senior leadership team, monitor the progress of all pupils 3 times a year to review their academic progress.

- The school uses a number of 'in house' diagnostics assessment tools, e.g. Speech and Language Link, Lexia and Dyslexia Screening Tests, NFER, reading and spelling ages.
- For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. an educational psychologist.
- These seek to identify children making less than expected progress given their age and individual circumstances. This also includes a child's wider development.
- The SEN Code of Practice, 2015: 6.17, identifies less than expected progress:
 - *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*
- Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the child has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.
- The ESCC SEN digital matrix also supports this process.
- We work with parents/carers and the child when appropriate as part of the assessment and in order to agree the desired outcomes.
- This is also the case for a child with behavioural difficulties who may have SEN (6.21) and a child with English as an additional language (6.24).
- Children may have one or more broad areas of special educational need:
 - **Communication and interaction** – including speech and language difficulties and autism
 - **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
 - **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
 - **Sensory and/or physical needs** - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.
- We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

6. **How does the school teach and support children with SEND?** (SEND CoP 6.79 bullet 7)

- We use quality first teaching to meet the needs of children with SEND according to the SEND Code of Practice, 2015: 6.19.
- Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37.
- Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.
- Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets.
- Children with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP.
- Resources are investigated to meet any sensory or emotional needs of children to support their full access to the curriculum.
- Staff demonstrate sensitivity to the needs of pupils with SEN when determining learning partners, seating arrangements and groupings.
- The Inclusion Team provides advice for staff and a first contact for obtaining more specific advice from external professionals.
- A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.

- Where required, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs.
- These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills.
- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that children see the 'big picture.'
- There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs.
- The expectation is that pupils will accept responsibility for their own learning and work independently where possible.
- Adults will use encouragement and praise to engage and motivate pupils.
- Strategic adult deployment is coordinated by the Inclusion Team to ensure support staff are used effectively to support children's additional needs, including the use of individual needs assistants, (INAs).
- Layer 2 provision management for each class identifies, 'additional to and different from.' interventions with SMART targets to meet the additional needs of groups or individuals according to the four broad areas of need.
- Teachers remain responsible and accountable for the development and progress of the children in their class, including when children access support from teaching assistants or specialist staff.
- Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of children with SEND. Recommendations from external specialists will also be implemented.
- We follow the East Sussex Matrix <https://www.eastsussexmatrix.co.uk/> advice developed by Kent County Council to ensure that our teaching conforms to best practice.
- In meeting the East Sussex SEND Matrix, the school employs some additional teaching approaches, as advised by internal and external assessments.
- These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding.'

7. How will the curriculum and learning environment be matched to the child's needs? (SEND CoP 6.79 bullet 8)

- As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school accessibility plan and equalities objectives on our website.
- All pupils will have access to a broad and balanced curriculum which is suitable for all children.
- We will set high expectations for all pupils. Please see our curriculum tab on the school's website for further information regarding your child's curriculum overview and whole school subject areas.
- We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.
- We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEND assess, plan, do, review support cycle.
- According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- We are a school that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.
- Resources are clearly marked and arranged so that they can be found easily.

- Individual children may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration.
- Pupils may be given a designated workstation for occasions when they are unable to cope at a shared table or with classroom activity and noise levels.
- Social stories and visual aids support the routines and expectations in the classroom and for additional areas around the school.

8. How are parents and carers involved in reviewing children's progress and planning support? (SEND CoP 6.79 bullet 3) (SEND CoP 6.79 bullet 5)

- Shinewater Primary School is committed to working in partnership with parents and carers.
- Parents/carers are actively involved in the construction and review of additional needs plans (ANP) and they are invited to attend annual review meetings to evaluate their child's progress in relation to statement or education, health and care plan (EHCP) targets.
- EHCPs are reviewed every 12 months as one of the three review meetings.
- They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.
- Parents or carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review (APDR) 3 times a year. This may be adjusted if the provision for the child needs to be amended.
- In addition to parents' evenings twice a year to discuss their role in supporting their children at home, parents or carers can meet with their child's class teacher informally after school if they have a concern.
- They can also make an appointment to meet with a member of the Inclusion Team to discuss specific provision and any SEN related issues.
- There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.
- An annual written report will be received by parents or carers at the end of each academic year.
- They are also encouraged to support their children with a choice of homework activities and through attending key performances or a range of classroom activities throughout the school year, e.g. Fabulous Finishes.
- Individual communication books to share messages and achievements can be made available to support a positive partnership between home and school, or information can be shared via Marvellous Me App.
- Parents or carers are welcome to register as volunteers to provide classroom help, reading or support during school trips, although in the current situation with COVID, this is on hold.
- Triple P parenting workshops have been arranged at the school in order to support families with topics such as online safety or autistic spectrum disorder (ASD).
- Any meetings arranged will be held virtually during 2020-2021 due to the current pandemic.
- Parental questionnaires enable the school to receive constructive feedback.
- Previously, monthly coffee mornings to allow parents of children with SEND to network with each other, school and external agencies as well as receiving any support that they have requested.
- Some virtual support meetings have been advertised by our Mental Health Practitioner and The Parenting Team have webinars and discussion groups available.

9. How are children involved in reviewing their progress and planning their support? (SEND CoP 6.79 bullet 4) (SEND CoP 6.79 bullet 5)

- Wherever possible, the school will always encourage children with SEN to be involved in the decisions regarding their learning experiences.

We will:

- *Listen to the views, wishes and feelings of the children*
- *Provide them with appropriate information and support to help them make decisions*
- *Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.*

We will achieve this through the use of:

Activity	Who's involved?	How often?
Self assessment	Child/class teacher	Daily
Class circle times	Children/class teacher	Weekly
Worry box	Child/Computing Lead	Daily
Pupil voice	Child/Inclusion Team	When required
SEND support review meetings	Child/parents/class teacher/supported by the SENDCo	At least three times a year
Annual review meetings for EHCPs	Child/parents/carers/ SENDCo/class teacher/support services/Local Authority	Once a year
Additional Needs Plan review meeting	Child/parents/carers/ SENDCo/class teacher	Three times a year
Gather assembly	Children/teachers	Termly
Peer Mentoring	Children/teachers	Weekly
Lunchtime nurture group	Children/Thrive practitioner	Daily
Check ins	Child/trusted adult	Daily

10. How does the school prepare and support children to transfer to a new school? (SEND CoP 6.79 bullet 6)

- We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.
- The Foundation Stage Leader and members of the team undertake transition meetings, pre-school and home visits each year for the parents or carers of children entering Nursery and Reception. Home visits play an essential role in developing a positive relationship between home and school.
- A welcome meeting is arranged during Term 6 for parents and carers to meet the Nursery/Reception team and other key members of staff in the school. After taster visits in Term 6, the children make a staged transition into school over several weeks at the beginning of Term 1.
- Multi-agency transition meetings will be necessary to ensure a smooth transition for a child with more significant needs supported by the Early Years Service and ISEND/CLASS.
- In Term 6, the children will visit their new class supported by the relevant members of staff.

An open afternoon is also arranged for parents to visit their child's new year group in order to meet the new teacher and support staff.

- Additional visits to a new year group or key stage are organised when required. Preparation work can also be carried out with individual children to reduce feelings of anxiety for a smoother transition using resources such as a transition book or social stories.
- The school liaises with each new school to plan a series of transition sessions. Meetings are then held between the SENCo and local secondary schools to support the transition of children with SEND.
- Parents or carers of children in Year 6 with SEN have the opportunity to meet with key staff at their child's new school in order to support a successful transition through further visits, resource preparation and tailored activities.

11. What training do school staff have?

(SEND CoP 6.79 bullet 9)

- When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need.
- Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff.
- Teaching and support staff have participated in a range of continued professional development opportunities:
 - *Educare SEND Code of Practice*
 - *The SEND Matrix*
 - *Provision management for teaching and support staff*
 - *First aid training: epilepsy, diabetes and Epipen*
 - *Thrive*
 - *Dyslexia*
 - *Makaton*
 - *Sensory Circuits*
 - *Speech & Language Link*
 - *NELI*
 - *Phonics*
 - *De-escalation strategies with Chris Thompson*
 - *Supporting children with autistic spectrum disorder (ASD) and sensory needs*
 - *Mental Health Champion and Mental Health First Aider*
 - *Children and Staff Mental Health and Wellbeing*
 - *Bereavement and Loss*
 - *Dealing with loneliness*
 - *PDA*
 - *Understanding neurodiversity*

We have a wide range of training available to us, including through the Swale SEND CPD Offer. SEND CPD is high priority:

12. How does the school measure how well it teaches and supports children with SEN?

(SEND CoP 6.79 bullet 10)

- We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove

those that are less so.

- We complete an annual self-evaluation of our SEND provision and use it to inform interventions for the following year and to develop an inclusion action plan. Please also see the *East Sussex SEN Self Review Tool*.
<https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.aspx>
- Leaders review the quality of teaching and learning for all children with SEN through lesson observations, learning walks, book looks and pupil voice.
- This is to evaluate whether teaching and programmes of support have made an impact on children's progress within the four broad areas of need.
- Every pupil in the school has their progress tracked and discussed at pupil progress meetings. The tracking tool we use is O Track.
- The Trust SEND Leadership Group supports us in regular self evaluation and this informs our school SEND action plan.
- The Inclusion Team has weekly keeping in touch (KIT) meetings to maintain a strategic overview. KIT minutes are cross referenced and recorded according to standing agenda items: safeguarding, behaviour, teaching & learning, SEN, health & safety, staffing and AOB.
- Leaders review the quality of teaching and learning for all pupils with SEND through lesson observations, learning walks, book looks and pupil conferencing. This is to evaluate whether teaching and programmes of support have made an impact on pupils' progress within the four broad areas of need.
- Senior leaders hold regular meetings with the inclusion team to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.
- The school has a three layered provision management system:
 - *Layer one* provides a strategic overview of all interventions taking place from Foundation Stage to KS2 according to the four broad areas of need in the SEN Code of Practice, 2015.
 - *Layer 2* identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class.
 - *Layer 3* is used by support staff to record intervention target work and progress and this information informs outcomes in Layer 2.
- Intervention delivery is monitored by the Inclusion Team using drop in sessions with written feedback provided. Layer 2 interventions and exit data are rag rated and discussed during pupil progress meetings in order to agree next steps 11
- The Inclusion Team meets with SEND governors on a regular basis to review provision and progress against the annual Inclusion Action Plan. A report is then submitted to the local governing body (LGB) for scrutiny.
- We invite parents/carers to provide feedback using structured conversations, pastoral support meetings and the Ofsted parent view website: <https://parentview.ofsted.gov.uk/>.
- We send home a parent questionnaire every year then summarise the results and feedback. This information helps to inform the inclusion action plan.
- Annual SEND performance appraisal targets for leaders, teachers and support staff ensure that staff are supported and monitored to ensure effective SEND provision, SEND Code of Practice, 2015: 6.4.

13. How accessible is the school and how does the school arrange equipment or facilities children need? (Section 69 Children and Families Act 2014)

- The school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- Our current Accessibility Plan and Equalities Statement, 2021-22 can be found on the school's website. This plan is prepared by the under paragraph 3 of Schedule 10 to the Equality Act 2010.
- Please also see a copy of our current policies: Supporting Pupils with Medical Conditions and Supporting Pupils with Medical Conditions (not in school).
- Ramps or slopes are positioned around the school and wider doorways enable wheelchair access. There is a tarmacked and level playground.

- The school has a purpose built care suite with an integrated bed, accessible toilet and hoist for intimate care use.
- Outside agencies are also consulted when necessary for their expertise and advice, e.g. The Sensory Team, The Hearing Service, Occupational Health and Physiotherapy will visit the school and/or provide support to teachers and other staff working with identified children.
- Specialist equipment or resources may be sourced by the Inclusion Team to enable identified children to access all aspects of the curriculum, e.g. Perkins Braille, Braille books/paper.

14. How are children included in activities with other children, including school trips? (SEND CoP 6.79 bullet 11)

- Our current Accessibility Plan and Equalities Statement, 2021-22 can be found on the school's website.
- We have a commitment to every child being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, children with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- The destination and nature of off-site visits will be taken into account when considering the needs of children with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and children to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that children with SEND are able to participate alongside their peers during performances or sports days.

15. What support is there for children's overall wellbeing and their emotional, mental and social development? (SEND CoP 6.79 bullet 12)

- Shinewater Primary School and Nursery is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our children.
- Please see a copy of our Mental health, Social and Emotional Wellbeing Policy, 2020-21 which is available on the school's website: [Shinewater Primary School Mental Health and Emotional Wellbeing Policy](#)
- Our school vision and aims also reflects this commitment: [Vision and Values – Shinewater Primary School](#)
- We will monitor and review progress as part of the SEN support planning cycle of assess, plan, do, review (APDR).
- The school may work with external services to support children: The Education Support, Behaviour and Attendance Service (ESBAS) [What we offer](#), Child and Adolescent Mental Health Services (CAMHS) [Help & Support](#) and Early Help services for specialist advice and support. [Early Help services – Early help for vulnerable families](#)
- Thrive outreach support is extended to individual children in the school.
- Provision groups: daily lunchtime nurture group, social skills, worry busters, peer mediation and class circle time to develop confidence and positive social interactions.
- There is also support offered by our Mental Health Practitioner who supports up to 4 children/families at any one time. She also provides support groups which are currently virtual due to the Covid-19 pandemic.
- Young carers are supported by the Young Carers Support organisation.
- The school accesses support for children suffering a bereavement from Dragonflies and the

school uses the hub package for bereavement and loss for identified children.

- Early Help Keywork (EHKW) or a family support worker may be used to work with children and their families for an agreed period of time.
- Emphasis is placed on regular and well planned personal, social and health education (PSHE) teaching using the *Jigsaw* scheme of work.
- A daily breakfast and after school club are available for children across KS1 & 2 which is provided by Shinewater staff.
- A robust positive behaviour policy is consistently implemented which includes a clear, staged approach to rewards and consequences.
- The school also participates in events such as the anti-bullying, mental health day and e-safety weeks.
- 1:1 adult support may be given for children with complex needs within the learning environment or during transition times and to support personal care.
- Trusted adults are used to check in with pupils to enable them to discuss any worries.
- A pupil voice questionnaire may be carried out to gain an understanding of a child's perceptions and views. Trusted adults are used to check in with children to enable them to discuss any worries.
- Individual behaviour plans are also constructed to maximise opportunities for de-escalation as well as steps for how to respond when supporting children.
- Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans.
- 'Assemblies are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, positive body image, friendships, ASD and the NSPCC PANTS Rules.
- A mental health practitioner supports identified children and families within the school with specific needs as part of *The Trailblazers Project*.
- Please also see our current policies available on the school's website under the Our School tab: <https://www.shinewaterprimary.co.uk/policies-and-privacy>
- *Positive Behaviour*
- *Safeguarding and Child Protection*
- *Accessibility Plan*
- *Equalities Statement*
- *Supporting Children with Medical Conditions*
- *Supporting Children with Medical Conditions (not in school)*

16. What specialist services does the school use to support children and their families? (SEND CoP 6.79 bullet 13)

- As part of the cycle of SEN support - assess, plan, do, review (ADPR) we will consider whether we need to involve other services to make sure the child's specific needs are met.
- Parents or carers will be asked to give their consent for other external specialists to work with their children.
- Please also see the link to local offer pages on council and health services www.eastsussex.gov.uk/localoffer
- Specialists from a range of support services might be working with a child on a regular basis, over a set period of time, e.g. weekly for one term.
- ***The school has developed positive links with a number of external agencies in order to support children with SEND:***
 - Assessment and Planning (A&P)
 - Educational Psychology Service (EPS)
 - Early Help Family Keywork (EHKW)
 - Communication, Learning and Autism Support Service (CLASS)
 - Teaching and Learning Provision (TLP)

- Child and Adolescent Mental Health Service (CAMHS)
 - The Scott Unit (Paediatrics) at Eastbourne District General Hospital
 - Children's Services: Single Point of Advice (SPOA) and Multi-Agency Safeguarding Hub (MASH)
 - Thrive
 - The Virtual School for Children Looked After (CLA)
 - Children's Integrated Therapy and Equipment Service (CITES) for Speech and Language, Occupational Therapy and Physiotherapy
 - Early Years Service (EYS)
 - School Nursing Team
 - Sensory Needs Service (SNS)
 - Education Support, Behaviour and Attendance Service (ESBAS)
 - Bladder and Bowels Service
 - Young Carers Service
- ***The DSL, Jen Rigby is the designated teacher for looked after children.***
 - ***Responsibilities include:***
 - The management of additional needs plans (ANPs), attendance at CLA review meetings to discuss educational progress and targets.
 - Regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.
 - The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.
 - Please also see the link to local offer pages on council and health services www.eastsussex.gov.uk/localoffer

17. Where can I get information, advice and support?

(SEND CoP 6.81 re local offer)

(Children and Families Act regulation 51, schedule 1 (11) - re advice)

- The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers www.eastsussex.gov.uk/localoffer
- Our parent information contact at school is ***Dawn Wingett, Family Support Worker.***
- If you have an queries regarding your child or the school, please contact her using dawn.wingett@swale.at

SENDIASS AMAZE:

- Amaze supports children and young people with special educational needs and disabilities (SEND) and their families in East Sussex.

Amaze SENDIASS Helpline: 01273 772289

- **Email:** sendiass@amazesussex.org.uk
- <https://amazesussex.org.uk/east-sussex/>

18. What do I do if I am not happy or I want to complain?

(SEND CoP 6.79 bullet 14)

- In the first instance, you should contact the class teacher or a member of the Inclusion Team and we will work with parents or carers to resolve any issues you may have.
- If parents or carers continue to be unhappy, they can use the Swale Academies Trust Complaints Policy, which is available to view via a link on the school's website.