



Special Educational Needs Information Report

Motcombe School

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school 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. This report is also our SEND policy. This report feeds into the Local Education Authority's provision offer – see link:–

www.eastsussex.gov.uk/localoffer

We will review this report every year and will involve pupils and parents. We have asked different groups of people who are involved in our school, including teachers, teaching assistants, parents, governors and pupils to tell us what they think about what we do to help all our children to learn while they are at Motcombe.

If you want to give us your views about the report, please contact the school office.

Signed: D. M. Aggett Chair of Governors

Date: 27 January 2017

2. Who do I contact?

If you are thinking of applying for a place, contact the school office – telephone number (01323 728901) If you want to talk to someone about your child's needs, please ask for an appointment with either Sue Miller (SENCO) or Jo Ansell (SENCO Assistant)

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

SENCOs - Sue Miller and Jo Ansell

How to contact - telephone number 01323 728901

Best time to contact Monday – Thursday 8.30am – 3.30pm

If your child is already at the school, you should talk to your child's class teacher.

3. Which children does the school provide for?

We are a Community Infant School. We admit pupils from age 4 to 7 years.

We are an inclusive school. This means we provide for children with all types of special educational needs. 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.

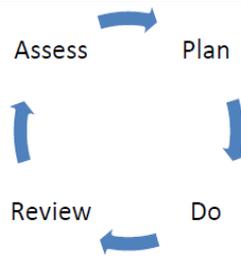
- Motcombe School Admissions Policy – see school website
- School Admissions – www.eastsussex.gov.uk
- Contact Information for Families for admissions advice 0345 60 80 192

The school only takes children where the local authority has named the school in the child's statement or Education, Health and Care plan. If you want to ask for a place at the school, contact your Assessment and Planning Officer at East Sussex County Council.

4. Summary of how the school meets the needs of children with SEND and disabilities

As part of our responsibility as a school under the Children and Families Act 2014 and the Equalities Act 2010, we have a duty to ensure that we meet the needs of every individual pupil in our care. At Motcombe, we welcome all children, whatever their needs. Children who have a disability or an Additional Need and therefore require provision that is in addition to, or different from, that of other pupils, are placed on our Additional Needs Register. As a school, we believe that a happy child is able to learn, through the experience of a broad and balanced curriculum that is delivered through consistently good teaching. Every child learns through their own personal experience and interests and we offer a rich, stimulating learning environment that every child can engage with. We are committed to meeting the needs of all our children, whatever those needs are. We do this through planning that is specifically differentiated (aimed at all levels of ability) and every child who has additional needs is taught in a way that will best help him/her learn. We assess every child's progress, before planning the next step of learning and in this way we make sure that every pupil succeeds.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/SEND/special-educational-needs-support/>



Teachers are responsible for every child in their care, including those with additional educational needs. (**Reference:** Effective Learning Policy)

Assess: Every child is regularly assessed and progress is carefully tracked and monitored. Some children may require more specific assessments to track progress in smaller steps; examples of these can be found on our Intervention Group Tracking Sheets. Occasionally, it may be necessary to assess children using a 'one-off' formal SEND assessment – for example The Dyslexia Screening Test, Speechlink or Language Link.

Plan: It is the responsibility of the class teacher to plan for interventions and inclusion techniques that any child may require in the classroom situation. Advice on planning can be sought from the SENCOs. Interventions are discussed at Pupil Progress Meetings and Provision Meetings – their impact is regularly monitored to ensure that pupils are making progress.

Do: It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process, using specific techniques and strategies to include individual pupils. Support staff are well trained in SEND and have particular expertise with the children they are working with; for example, Speech and Language, Attachment Disorder, reading recovery and nurture.

Review: Children's progress is regularly reviewed by teachers and support staff as part of an ongoing process. We meet together at the Pupil Progress Meetings, to discuss the progress and effectiveness of strategies and interventions that have been used. In addition, Provision Meetings are held three times a year and include teaching staff and external agencies (where appropriate). If a strategy or intervention is not effective, we discuss alternative provision. We meet regularly with all parents and more frequently with parents of children with SEND to discuss interventions and how these are impacting on their child's learning.

In addition to the above cycle, we carefully record the provision that every child is receiving, if it is in addition to or different from that of the rest of the class. Every child who is receiving this higher level of provision has either:-

*A Provision Map – (an example can be found in Section 8 of this document)

This document formally records the targets, set by the class teacher and SENCO, for each individual child. It shows the child's progress towards these targets and how, as a school, we will organise this provision i.e. the staff to be used, the number of children in the group, or if the provision is 1-1. It also shows the resources needed and the steps for learning needed to attain the target. The outcomes to learning are also recorded here – these inform our next Provision Review, which take place three times a year.

* An Additional Needs Plan –

This document is more detailed than a Provision Map and is a requirement of East Sussex Education Authority. It includes the views of the parents and the pupil as well as those of the school. It breaks down the targets that the child is working towards, into short term and long term objectives. It describes how the school will meet these objectives in terms of timetabling, staffing, equipment and resources. It also documents the intended outcomes for the child and, eventually, whether these have been met.

* An Education and Health Care Plan

If, despite a Provision Map and a School Based Plan having been devised and implemented, a pupil is still not making sufficient progress, we will apply to the local education authority for an Education and Health Care Plan. (EHCP) This document is more detailed than the School Based Plan, which will usually have preceded the EHCP, and includes all the elements of the School Based Plan but focuses in greater depth still, on the long term objectives and how we are going to meet them through the short term targets.

If the child is looked after by the local authority they have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We co-ordinate these plans with the Additional Needs Plan and involve parents and carers, as well as foster carers, or social workers in discussions.

5. How does the school identify children's special educational needs

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.

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 believe that identifying SEND early is a priority – it means that we can begin to support pupils quickly, in order to help them to make progress. Some children are identified even before they start school and the SENCO and prospective class teacher will often visit a child in their pre-school setting. We will always involve you, as parents, if your child is going to be observed by a member of our staff. We talk to nursery staff and members of the Early Years Team to find out what has worked – this can then be adapted or modified so that intervention in school is initially very similar.

In Year R, we use a Baseline Assessment to find out where a child is in their development, as they enter school. A pupil that is significantly below the expected level of development will be carefully observed in all areas of the Foundation Stage Curriculum, by the class teacher and learning support assistant. Concerns will then be passed to the SENCO, who will observe the child in different situations and environments e.g. in the classroom, on the playground, in a small group and as a member of a whole class learning group.

Sometimes a child's needs will only become evident as they move into Key Stage 1 and are engaged in a more formal curriculum. A child who makes little or no progress, or whose progress suddenly slows significantly, may need extra support, intervention or a bespoke curriculum, and we can provide this at any time. Because we gather data on every child 6 times a year, which is then discussed at our Pupil Progress meetings, we are able to identify concerns very quickly. The way forward is then agreed between the Head, a governor, the Inclusion Manager and the class teacher.

We are always ready to make reasonable adjustments to include all pupils in every learning opportunity that is on offer. Our building, and the playground, are accessible to every child, including those who have mobility or sensory issues and who need to come to school in a wheelchair, or with a walker. We have two accessible toilets (toilet facilities that are 'disabled friendly'), including one that is fitted with a hoist and changing table. We support a number of children who have toileting issues and can help with training a child to use the toilet effectively, working closely with parents to ensure a cohesive approach. Our hall is fitted with a Loop system, for the hard of hearing. We organise school trips that everyone can enjoy. Children who show signs of being 'at risk' of vulnerability to Dyslexia use coloured acetate overlays when they are reading and writing and have access to buff or coloured paper instead of white. We encourage parents to tell us about their children, so that we can meet their needs in the most appropriate way.

Some children may find it very difficult to cope with the expectations of school life and this will cause them anxiety. A young child may not have the vocabulary or the understanding to explain how they are feeling, and may only be able to express themselves through their behaviour. A child who displays challenging behaviour does not necessarily have SEND and we will assess, and carefully monitor, their responses on a daily basis to try to identify the cause. We will talk to parents regularly, and frequently, to determine how the child responds at home, in order to see if there is a link between home and school. Through discussion between the class teacher and the SENCO, and by using existing paperwork from other sources, (Speech and Language, Social Services, health etc.) we will devise a plan that will best support the child's needs. This may sometimes involve an Early Help Plan through a multi-agency approach or an assessment from an Educational Psychologist. We can refer pupils to CAMHS, (Child and Adolescent Mental Health Services) Speech and Language Therapy, or for a paediatric assessment at our local hospital. Can we refer for a paediatric assessment? I thought that this was the GP? We have a 'Thrive' practitioner on our staff who is trained and authorised to use this assessment tool, in conjunction with parents. This assessment looks carefully at a child's emotional and social development and can identify what is needed in the way of activities and approaches that will plug any gaps. As a school we are able to devise a Behaviour Support Plan, depending on how significantly challenging the child's behaviour is. We use a nurturing approach with all our children and this dovetails into the Golden Model – a reward based system that underpins everything we do at Motcombe.

Similarly, children for whom English is not their first language may not have SEND, but their difficulties may be as a result of a lack of knowledge of English. We refer these children to EALS (English as an Additional Language Service) and a qualified teacher of English as an Additional Language will assess them to ascertain whether their needs are language based, or whether there are learning difficulties too. We subsequently work closely with this service to provide these children with the best possible support.

We believe that home/school communication is vital to enable every child to make progress - we will always talk to you about what we are putting in place for your child, why we are doing it and the impact we expect it to have on their learning. We also talk to the children about their learning and how they can achieve the next steps in their learning journey. We assess both practical and written work regularly and will give verbal and written feedback to every child. Sometimes we will ask for your contribution through regular home reading practice, playing simple games with your child, or giving them extra support when they are involved in their Home Challenge – our name for homework!

We assess each pupil's skills and level of attainment when they start at the school and continue to do so for the duration of their time at Motcombe. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEND Co-ordinator (SENCO) will, in the first instance, informally discuss the pupil with the class teacher and make suggestions for possible support strategies. If this approach is clearly not making a difference within a short time, an observation of the child will take place and a more formal list of support strategies will be drawn up for the class teacher to use. Pupils who still struggle to make progress will be added to the Additional Needs Register and will receive a more bespoke curriculum devised to match their specific needs. Children who continue to make little or no progress, will have a School Based Plan drawn up and, if necessary, a statutory referral will be made for an Education and Health Care Plan. Parents will always be kept informed if their child is part of any stage of this process and we will work together to achieve the very best outcomes for every child.

6. How does the school teach and support children with SEND?

If a child is struggling to access the learning opportunities on offer, and ongoing assessment shows that he or she is making slower progress than his or her peers, strategies are put in place in the classroom. These involve high quality teaching targeted at their area of weakness in the first instance, but if progress continues to be less than expected, interventions designed to meet the child's specific needs are put in place. These interventions are recorded on Provision Maps which are reviewed and updated at least three times a year, when class teachers meet with the SENCOs to discuss individuals' progress against targets set previously.

Initially, interventions are devised by the class teacher and progress will be regularly monitored, using our Intervention Tracking sheets. The teacher will record the child's level of attainment on entry to the intervention, the target that the intervention is hoping to achieve and the actual target that the child reaches after 6 sessions. Notes are made to record the child's responses, successes or difficulties at the end of each session and the intervention is modified accordingly. If, at the end of the 6 sessions, no progress has been made, the class teacher and the SENCO discuss how to move the child's learning forward i.e. another 6 sessions, modifying the intervention or removing the child from the intervention altogether.

Children who are not making sufficient progress also receive extra in-class support from both the class teacher and the Teaching Assistant. This is in a small group situation and the teaching is carefully modified to match the needs of the individuals in the group. There are also opportunities for some 1-1 reading, writing and practical number tasks with both the class teacher and the Teaching Assistant. Pupils with Additional Needs are taught in a small group by their class teacher on a daily basis.

If it is felt that a child is still not making sufficient progress despite intervention and support, the class teacher, the SENCO and the child's parents meet to discuss the possibility of setting up an Additional Needs Plan. This plan focuses very specifically on the child's needs and targets and is sometimes used as part of the process for Statutory Assessment. When a child has needs that are so significant that he or she is unable to access the curriculum without individual support, for much or all of the time that they are in school, an application will be made, by the school, to the local authority, for an EHCP (Education and Health Care Plan). An Additional Needs Plan must be in place before an application for an EHCP is made and two meetings are held involving school staff, parents and any outside agencies that are already working with the pupil. This meeting looks at the targets that the child is working towards, both short and long term, on the School Based Plan, and how the school ensures that the targets are met.

We believe, however, that the best, and most important way for all children to learn, is through Quality First Teaching – i.e. the very best teaching that we, as a school, can offer to our pupils. There are quality control systems in place to ensure that this is happening across the school, through a rigorous performance management structure, that is pay related and led by the Head Teacher and members of the Senior Leadership Team. Every member of staff, both teachers and support staff, has a performance management interview at the beginning of every educational year, when targets are set that focus on pupil progress and attainment. These are reviewed mid-year. Lesson observations three times a year, learning walks and scrutiny of children's work ensure that staff are working effectively towards their targets, through the planning and delivery of stimulating and challenging lessons that move the learning on at a brisk pace. Staff observe outstanding colleagues and attend courses and conferences that are designed to develop their skills. Whole school training (INSET) takes place on five days throughout the school year – this is designed to meet the current needs of the school staff and can be led by experts from the school staff or by visiting trainers, who share their expertise. This year we have had training in Child Protection, The Golden Model and Maths. Last year as a staff, we had training in Special Educational Needs and Attendance.

7. How will the curriculum and learning environment be matched to the child's needs?

At Motcombe School, we recognise that it is the responsibility of every class teacher to deliver the most appropriate provision for every individual child in their class and to set high expectations for every child, whatever their needs. All pupils have access to a broad and balanced curriculum which is suitable for each individual's needs. We adjust the curriculum for each child with additional needs, to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'. Every class teacher is responsible for planning for their class, in consultation with the other teachers in their year group. The outcomes for learning are the same across the year group, but how each class meets the outcomes is for the individual teacher to decide. As part of our Equal Opportunities policy, all pupils,

including those with Additional Needs, will have access to similar tasks and learning opportunities. This includes trips to places of interest that support the current topic and visitors who come in to the school to share their knowledge and expertise.

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We use our Assessment policy to do this and we talk with children and parents as part of the SEND support cycle (assess, plan, do, review) Parents are able to access the current learning via the school website, where year group plans are displayed each term.

8. How are parents and carers involved in reviewing children's progress and planning support?

At Motcombe, we believe that educating your child is a process that is shared between home and school. We have an 'open door' policy and parents/carers are always welcome to make an appointment with their child's class teacher, year group leader, SENCO or SENCO Assistant, or with the Head Teacher to discuss any concerns and aspirations that you may have. Opportunities for communicating and sharing are built into the school year with Parents Evenings taking place three times a year, plus an extra one in June for parents of children starting school in September. There are parent workshops, open days and parent forums throughout the year, with a parent questionnaire at the end of each educational year, when we ask for your opinion about your child's schooling.

The results can be seen in full on our website at www.motcombe.e-sussex.sch.uk and were both positive and encouraging. 97% of parents who replied felt that their child was happy at Motcombe, with 99% agreeing that their child was safe. 100% said that their child was making good progress and 100% felt that the feedback received at parents' evenings was valuable. A few parents – 15% - said that they were unsure of the roles and responsibilities of the Governors. We have resolved this by putting links to our website on our weekly newsletter so that parents can access the information that is included there. The Chair of Governors visits the school once a fortnight and she and the Head Teacher complete a Learning Walk on each visit. Our SEND Governor attends our Pupil Progress Meetings six times a year and provides a detailed report afterwards, which is then added to our Data Wall. Our Safeguarding Governor also visits six times a year, after which she delivers a Safeguarding Report and checks the Single Central Register. A number of governors also attend the various new parents' evenings and open days, when they help with school tours, forging that first contact with parents.

Every child will receive an Annual Report in Term 6, but we forge even stronger links with parents/carers of children with Additional Needs, by meeting with them more frequently and, perhaps, less formally. We want to share not only our concerns, but also, more importantly, your child's successes with you, and often an impromptu phone call, or meeting, will be called, to include you in the monitoring of your child's progress. Provision Reviews take place three times a year (in Terms 1, 3 and 5) between the class teacher and the SENCO and SENCO Assistant. This is an opportunity for us to look at, and formalise, our provision for individual children, as well as the next steps for learning. We record this on a Provision Map that is sent home to parents. A Provision Map looks like this:-

Child's Name:	
C. of P.	Vulnerable Groups:
Class Name:	Teacher:
L.S.A.	I.N.A.
Out of class Provision x per week	In-class Provision x per week
Target 1:	
Small steps:	
Success Criteria:	
Grouping / Curriculum and Teaching methods:	
Outcomes:	
Target 2:	
Small steps:	
Success Criteria:	
Grouping / Curriculum and Teaching methods:	
Outcomes:	

Children who have a higher level of need may have an Additional Needs Plan. This document is much more detailed and contains yours and your child's aspirations, as well as long term and short term targets and outcomes for your child's development. It acts as an aide memoire to the formal meetings that must, by law, take place at specific intervals to discuss the plan. These meetings will involve you, your child's class teacher and/or the SENDCO and/or the Head Teacher. We will also invite staff from outside agencies who may be working with your child e.g. a Speech Therapist or staff from South Downs Outreach, who know him/her really well. Sometimes health and social services may also be represented at these meetings. If we all feel that it is appropriate, your child will also attend the meeting, perhaps for some of the time, in order for us all to be able to listen to what he/she feels or wants. If it is not considered

to be appropriate, we will gather information from him/her before the meeting in a less formal manner.

A child who has an Education, Health and Care Plan will have the highest level of need at Motcombe. These children's progress will be reviewed three times a year at Provision Reviews, but they will also have an Annual Review – this is a legal requirement. If your child has an EHCP, you will be asked for your thoughts and opinions on your child's progress, as well as your hopes and aspirations for him/her as he/she grows up and becomes a young adult. As with the School Based Plan meeting, representatives of all areas of your child's life will be invited to attend, as, of course, will you and, if appropriate, your child. His/her views will be taken very seriously and we will always do whatever we can to support their hopes and dreams. All paperwork that is gathered from this meeting will be sent to the local authority and they will consider our request to either maintain, change, or, (very rarely) end the plan.

All the above procedures and meetings will be 'outcome focused.' An outcome is 'a benefit or advantage to the child as a result of the provision delivered.' These outcomes may be long or short term, but if they are long term, we will put in place targets to be met, in the short term, that will act as steps towards the longer term goals. All the support given to children with SEND is to help them to reach the outcomes that we have agreed and all reviews will consider the progress that each child is making towards those outcomes.

9. How are children involved in reviewing their progress and planning support?

At Motcombe, we believe that every child, whatever their needs, should be involved in their learning journey, in terms of assessing what they know now, and what they need to learn next. During every lesson, the class teacher will remind the children of the Learning Intention of that lesson, and will carefully question each child about what they have learnt, and the next steps. As part of our Marking Policy, teachers feedback to pupils, both formally and informally, about the progress that they are making, in all areas of the curriculum. We believe that pupils' involvement in this process is vitally important for engagement in their learning. Children who receive additional support will also be involved in the targets that are set on their Provision Map, as these will reflect their curriculum targets in class. Pupils who are on a higher level of support will give us their views, as requested for School Based Plans or Education, Health and Care Plans and these views will always be brought to the relevant review or meeting.

<u>Opportunity</u>	<u>Who's involved?</u>	<u>How often?</u>
Self-assessment	Pupil and class teacher	Daily
Target setting – there is no soft landing, but children have bespoke targets which are reviewed when they have achieved them.	Pupil and class teacher	Weekly
Class Circle times	Pupil, rest of class and class teacher	Weekly
Pupil Council	Two Class representatives and staff member	At least 12 times a year and often more.

Provision Reviews	Pupil, parents, class teacher and Inclusion Manager / Leader	Three times a year
School Based Plan reviews	Pupil, parents, Inclusion Manager / Leader, class teacher, outside agencies.	Three times a year
Education, Health and Care Plan Annual Reviews	Pupil, parents, Inclusion Manager / Leader, class teacher, outside agencies.	Once a year

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

At Motcombe we believe that, for all children, the transition to a new school is a particularly important event in any child's life and crucial for a child with SEND. We have in place a very robust system of support, both for starting school and for transferring to Key Stage 2, that enables pupils to cope with transition, whatever their age and need.

A positive working relationship between home and school starts even before you have applied for Motcombe for your child. We encourage all parents, especially parents of children with SEND, to arrange to visit the school at least once and preferably more than once, in order to be quite sure that we are the right school for your child. The SENCO or Head Teacher will always be available to take you around the school and answer any questions or concerns that you may have. It also gives us the opportunity, as a school, to find out more about your child's needs. We form a close, communicating partnership in the months leading up to your child starting school and we do ask you to share with us any aspect of your child's development that will be helpful for us, to give your child the best provision that we possibly can. We work closely with the Early Years' Service, who are involved in provision for children in nurseries and playgroups, and may also be contacted by GPs or Children's Services if necessary.

The SENCO will observe all children, in their pre-school setting, that the Early Years Team consider have SEND. We will also attend any meetings that are in place before September – often these meetings are held at Motcombe. We have a Teddy Bear's Picnic for all incoming children to attend in early July and a Stay and Play session in September. Every child has a home visit from their prospective class teacher and Teaching Assistant – this is a good opportunity for everyone to meet informally in a place where your child feels relaxed and at ease.

When the children start school in September, we particularly consider the needs of our new SEND children. We can implement a phased entry into school, if we are all in agreement that this will be in the best interests of your child, and this can be both flexible and matched to how he/she settles. We agree with you the pace for how quickly your child becomes a full time student. Once in school, the class teacher and Teaching Assistant will very quickly notice if your child needs extra support for either part or all of their school day. Foundation Stage staff complete a Baseline Assessment from day 1, in order to identify where every child is, in terms of their development. The results of this assessment inform them of which children need extra support and the type of support that will be required.

Our systems that are in place to support the transition to Key Stage 2 are equally robust for all children, but in particular for those with SEND. As previously stated, children's progress is carefully monitored throughout their time at Motcombe and we place particular significance on the end of Year 2 assessments, in order to share the results with our colleagues in the transfer schools. The SENCO will have several conversations and meetings with appropriate SENCOs and class teachers in Key Stage 2, in order for your child to be given tasks and activities that match their ability. This will also be an opportunity for information regarding Provision Maps, School Based Plans and Education, Health and Care Plans to be passed on to the relevant Key Stage 2 staff. And to ensure a smooth transition, we guarantee that every child will be with at least one of their friends as he/she moves to his/her new class.

During Term 6 of Year 2, your child may be part of the Transition Group that is led by the SENCO. This group makes extra trips to Ocklynge, where the children will be given tours of the school and will meet the staff who will be working with them in Year 3. Members of this group will be a part of the usual transition programme too, with two morning visits, arranged for the entire cohort, to familiarise themselves with the environment, staff and new classmates. Because of their extra visits, pupils with SEND are made to feel like 'experts.' This, in turn, develops their confidence and helps them to feel that they are ahead of their peers in terms of familiarity with, and settling into, the new learning environment. Every Year 2 child also has four swimming sessions in the pool at Ocklynge School during Term 6.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day

At Motcombe, we are fortunate to have a very experienced staff – many colleagues have been working at the school for a number of years. When placing children with teaching staff, we always try to match up experience and personality with the needs of every child. Where appropriate, we train all staff to ensure that they are appropriately equipped to meet the needs of the children in their class, or we arrange a whole school INSET training day. The needs of the staff, as well as our pupils, are identified through the School Improvement Plan – this is a document that all staff are expected to generate together, in conjunction with the Head Teacher. The school governors must agree the contents of the SIP and it is updated at least every year, or when there are significant changes in policy.

All our teachers have Qualified Teacher Status or are in their first year of teaching. Our SENCO has had 30+ years teaching experience, of which 16 years has been in her role of managing support for children with SEND. Our SENCO Assistant has 14 years teaching experience and has been in her role at Motcombe for 3 years. Below is a current list of their skills.

Role	Areas of Expertise	Role	Areas of Expertise
SENCO	Oversight of all SEND and vulnerable pupils Specific oversight of Year 2 pupils with Additional Needs Referrals Annual Reviews Child Protection Learning Delay Provision ASD Provision Sensory Needs Provision Speech and Language Provision Nurture Provision Behaviour Management Social Welfare Children who are Looked After Manual Handling Risk Assessments Intervention Groups – Y2	SENCO Assistant	Oversight of Foundation Stage and Year 1 pupils With Additional Needs Year R and Year 1 referrals Annual Reviews Quality First Teaching Dyslexia Assessment Literacy Support Numeracy Support Pupil Premium Support Pupil Voice Language Link and Speechlink Behaviour Management ASD Provision Social Welfare Pupil Premium Intervention Groups Manual Handling Child Protection

Below is a table that shows the distribution of skills of our staff – both teaching and support – either by qualification or experience in their role.

<u>Area of skill</u>	<u>Number of staff members with this skill</u>	<u>Area of skill</u>	<u>Number of staff members with this skill</u>
Jump Ahead	8	Personalised Reading Support	30
Speechlink	4	Behaviour Management	35
Language Link	7	Group Literacy Support	32
ASD Provision	14	Group Numeracy Support	32
Phonology	8	Positive Handling	16
Makaton	12	Developing Visual Materials	21
Pupil Voice	10	Social, Emotional and Mental Health Support	25
First Aid	23	Social Skills / Nurture	26
Thrive	1	Early Years Support	16
Apples & Pears	16	Risk Assessments	19
Playleader	7	Every Child Counts	5
Speech & Lang.	19	Communicate in Print	11
Phonics	21		

We have a wide range of training available to us:

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)

[Inclusion Development Programme- idponline.org.uk](http://idponline.org.uk)

[Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

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

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves, through a robust system of lesson observations, moderation and scrutiny of work and learning walks. We look at whether our teaching and programmes of support have made a difference, by focusing on the level of attainment of every child on the SEND register at the beginning of an intervention, and assessing whether progress has been made by the end of the intervention, 6-8 weeks later. We use Target Tracker to monitor the progress and development of all pupils, which 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 this to develop an action plan to further improve our SEND provision. We ask parents to complete a questionnaire every year, then summarise the results and feed them back to parents. This information helps to inform the school improvement plan. (See Section 8) We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website.

<https://parentview.ofsted.gov.uk/>

Our SEND children usually make as good a rate of progress as our non-SEND children and in some instances this progress is better than that made by non-SEND pupils. We expect every child to reach the Early Learning Goals in Foundation Stage and every pupil to make six steps progress in both Year 1 and Year 2 – we call this Good Development. This year, (2015-2016) we noticed that 5 out of 7 Additional Needs children in Year 1 made accelerated progress in reading and writing, while 4 out of 7 children made accelerated progress in maths. These children have now moved into Year 2 with the same Class Teacher and we aspire to as good, or even better results at the end of 2016-2017.

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Motcombe School is subject to the Equalities Act 2010 and has a responsibility to provide the same level of care and service to all our stakeholders, whatever their needs. The school is a single storey building, for which access to classrooms can usually be gained without the need for steps or a slope. However, our main reception area is raised above ground level and, in order to gain access via this route, visitors, staff, parents and pupils can use either the steps or the slope to the front door. There is also a slope to the Hall that can be used as a second access point to the school, for people with mobility issues. One classroom is housed in a mobile structure, for which access is gained by a slope to the main entry door.

We have a large outside area including two playgrounds, a field and pond area, trim trail, mud zone, logged climbing zone, bank and an enchanted garden. These areas are all accessible for wheelchair users, although some are easier than others. All doors throughout the school are wide enough to take a wheelchair with ease. In order to ensure full accessibility for all, we have two toilets that can accommodate a range of needs. One toilet is fitted with a ceiling tracked hoist and changing bench, while both have grab rails, basins fitted at child level and a non-slip floor surface.

The hall is fitted with a 'Loop' system for those with hearing difficulties to access plays and shows, assemblies, visiting speakers, presentations and films. We are always happy to send written communications home on buff coloured paper for those with

dyslexia, or as an email, if preferred.

More information regarding our Accessibility Plan and our Equality Policy can be found on our website at www.motcombe.e-sussex.sch.uk

We have a robust policy for supporting pupils with medical conditions and/or disabilities — this policy is available at any time from the school office.

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx>

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/examplepolicies.aspx>

14. How are children included in activities with other children, including school trips?

We believe that every pupil at Motcombe School, whatever their disability or need, should be included in all aspects of school life and maximise the opportunities presented to them, in order for them to be fully integrated. Through careful planning and reasonable adjustments, pupils 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, including extra-curricular activities and school trips. We work with parents and pupils to listen to their views, feelings and wishes – we will ask parents, or they will often ask, to accompany their child on school trips and we actively encourage this approach – both parent and child will feel more relaxed during the trip and often parents want to extend their child's learning afterwards, by questioning and talking together about the day. If this is not possible, we will always ensure that children with SEND are accompanied by an adult who understands their needs and can meet those needs effectively and competently. During a school trip, every child, including those with additional needs, will be a part of a small group – the size of the group will depend on the needs of the children, but in this way, every child is given the opportunity for collaborative experiences, conversation and learning.

<http://motcombe.e-sussex.sch.uk/wp-content/uploads/2015/12/Accessibility-Plan-1.pdf>

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

Every aspect of school life at Motcombe is underpinned by the Golden Model, which forms the basis of our emotional, social and mental health curriculum. This model rewards good behaviour and teaches children how to avoid sanctions, by adhering to the Golden Rules. They are rewarded with Golden Time, which takes place in school every Friday afternoon and lasts for approximately 30 minutes. The Golden Model gives pupils the opportunity to talk about their thoughts and feelings with their peers in Circle Time. It encourages mutual and self-respect and every child accesses it every day while they are at Motcombe. As a result, we find that children, whatever their need or disability, are accepted by their peers and are treated equally. If they need help with their social skills, a member of staff will model conversation and show them how to take turns or follow other children's rules and ideas.

The Golden Model usually focuses on the positive, which raises children's self-esteem, while being very clear about what is unacceptable. The children are taught to look out for, and care for, each other so that everyone feels included in all areas of school life. Our annual assembly cycle is based around the Golden Rules of being honest, listening, working hard, being kind and gentle and looking after property and these values pervade all our working, playing and learning together.

Children who find the expectations of school life difficult to manage are supported by the Golden Model in the first instance, but if they find this too challenging, we have other support strategies that we can use. Some children will spend 5 minutes every day, in a 1-1 situation, with an experienced member of staff, when they will talk about successes of the day and what needs to be worked on next. Some pupils may also have a Behaviour Support Plan, which focuses on a small area and is worked on carefully by the child and every adult in school with whom they come into contact.

At Motcombe, we have a member of staff who is a trained THRIVE practitioner – this is an assessment tool that can identify where, in a child's life, there have been interruptions in his/her emotional development and how the needs resulting from this interruption can best be met. Pupils may also have a block of counselling – we have a good working relationship with Fegans, a charity that offers between 12 and 15 sessions for a child who needs the space to play out situations, talk about what is worrying them, or just to have some quiet, down time with somebody who is trained to listen.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SENDD support planning cycle of assess, plan, do, review. Occasionally, as a school, we need support, in order to meet the needs of every child effectively. We work closely with South Downs Outreach, Education Support, Behaviour and Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS) and English as an Additional Language Service (EALS) For further information on the support we receive please see Point 16.

<http://motcombe.e-sussex.sch.uk/wp-content/uploads/2015/12/Behaviour-Policy-reveiwed-2016-1.pdf>

Safeguarding <http://motcombe.e-sussex.sch.uk/wp-content/uploads/2015/12/Motcombe-child-protection-policy-and-procedures-4.pdf>

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. As can be seen in Point 15, we work closely in partnership with Education Support, Behaviour and Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS) and English as an Additional Language Service (EALS) We can also refer a child to the Speech And Language Therapy Service (SALT), Occupational Therapy, Physiotherapy or to the Education Psychology Service, if we consider that professional identification is needed. South Downs Outreach is a local service that will come to our school and help to support staff or children, particularly if a child is on the Autistic Spectrum. All these outside agencies require a formal referral and we are required to get parents' agreement before these referrals are made.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

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

The 'local offer' on the internet
www.eastsussex.gov.uk/localoffer

Parents are always welcome to contact the school office if they need any information, or have questions that they need answering.

SEND information, advice and support service
Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk
www.eastsussex.gov.uk/SENDdAdvice

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

At Motcombe, we always encourage good communication between home and school and, because of our 'open door' policy, complaints brought against staff, policies or practices are rare. However, if you are dissatisfied or concerned, please follow the procedure below.

School complaints procedure

If a parent is concerned about the education that we are providing at our school, they should discuss the matter with their child's class teacher. All our teachers work very hard to ensure that each child is happy at school and making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the head teacher who considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parent have a complaint about the head teacher, they should make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all he / she can to resolve the issue through a dialogue with the school, but if parents are unhappy with the outcome, they can make a formal complaint, as outlined below.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint, and how the school has handled it so far. The parent should send this written complaint to the chair of governors. The governing body must consider all written complaints within three weeks of receipt. The governing body has nominated three members (and reserves) to serve on the Complaints Committee to ensure that sufficient members are available to hold a meeting within the specified time period. The Complaints Committee will arrange a meeting to discuss the complaint, and will invite the person making it to attend the meeting, so that s/he

can explain the complaint in more detail. The school gives the complainant at least three days' notice of the meeting. After hearing all the evidence, the governors will consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

If the complaint is not resolved, a parent may make representation to the Local Authority. Further information about this process is available from the school or from the L.A. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

If any parent is still not satisfied that their complaint has been dealt with appropriately, s/he is entitled to appeal to the Secretary of State for Education.

(Reference: Complaints Policy)