

Motcombe School



**Motcombe School  
Macmillan Drive  
Eastbourne  
BN21 1SN**

**Headteacher:** Mrs Tracy Robinson  
**Special Needs Co-ordinator:** Mrs Jo Ansell  
**Chair of Governors:** Mrs Debbie Aggett  
**SEN Governor:** Ms Fizz Starkey

**Designated teacher for looked after children:** Mrs Jo Ansell

**Designated Child Protection teachers:** Mrs Tracy Robinson,  
Mrs Emma Moore, Mr Adam Robinson and Mrs Jo Ansell

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs. This report is also our SEN policy.</p> <p>We will keep this report up to date throughout the year. The Governors will review this report once a year, involving pupils and parents in that process. If you want to give us your views about the report, please contact the school office.</p>	<p>SEND CoP 6.81</p>
2. Who do I contact about my child's special educational needs?	
<p>If your child already attends Motcombe School, your first point of contact is your child's teacher, who will be happy to make an appointment to talk to you.</p> <p>At times you may wish to contact our SENCO, Mrs Jo Ansell, who is responsible for managing and co-ordinating the support for children with special educational needs or disabilities, including those who have EHC plans. She provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that our pupils with SEN receive high quality teaching and appropriate support. She is aware of provision available under the East Sussex Local Offer. The best time to contact her is Monday to Friday 08.30 – 15.30.</p>	<p>SEND CoP 6.79 bullet 5</p>

<p><b>3. Which children does the school provide for?</b></p>	
<p>We are an Infant School. We admit pupils from age 4 to 7 years.</p> <p>We are an inclusive school. This means we provide for all children, whether they have special educational needs or not. If you want a place for a child who has an 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.</p> <ul style="list-style-type: none"> <li>• school admissions – <a href="http://www.eastsussex.gov.uk">www.eastsussex.gov.uk</a></li> <li>• contact Information for Families for admissions advice 0345 60 80 192</li> </ul>	<p>SEND CoP 6.79 bullet 1</p>
<p><b>4. Summary of how the school meets the needs of children with SEN and disabilities</b></p>	
<p>Our vision is "to build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"</p> <p>Children who struggle to make expected progress and need extra support will have their needs identified through discussion between teachers and the SENCO, and then children may be referred onto a specialist or assessed by the SENCO.</p> <p>Children may be given the opportunity to take part in small group or individual targeted support sessions depending on their needs, or may take part in an intervention to boost their performance in a particular area. Children on the SEN register will be discussed at meetings between the teacher and the parents three times a year and progress and provision will be adapted as necessary. The SENCO will also meet with teachers to get updates on these children.</p> <p>Our teaching staff and senior leaders monitor how children are responding so that we can track progress and adapt provision if needed. This process works in a cycle as follows:</p> <div data-bbox="574 1299 861 1590" data-label="Diagram"> <pre> graph TD     Assess --&gt; Plan     Plan --&gt; Do     Do --&gt; Review     Review --&gt; Assess   </pre> </div> <p>If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.</p>	<p>SEND CoP 6.79 bullet 5</p> <p>SEND CoP 6.80 re looked after children</p>
<p><b>5. How does the school identify children's special educational needs?</b></p>	
<p>We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible experience of school.</p> <p>A pupil has SEN where their learning difficulty or disability calls for special educational provision. This means that they receive support different from or additional to that which is normally available to pupils of a similar age.</p>	<p>SEND CoP 6.79 bullet 5</p>

Children may have one or more broad areas of special educational need, as defined in the SEN Code of Practice:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including High Functioning Autism.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SMEH)** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** – this includes children with visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

### Identifying SEN

Some children come to school with SEN already identified. In this case the reception teacher, the SENCO, parents and outside agencies meet and discuss your child's transition from the early years setting. This ensures that your child's start at school is planned and your child has all provision needed in place.

Class teachers assess and monitor the progress of their pupils three times a year. Regular Pupil Progress meetings with senior leaders flag up children who are struggling to meet expected standards and these children are referred to the SENCO. With parent's permission, assessment of needs or referral to specialists may occur and then a programme of provision put in place to support the child. Children with behavioural needs may be referred to ESBAS (the Education Support, Behaviour and Attendance Service) or to CAMHS (the Child and Adolescent Mental Health Service), or to CLASS (the Communication, Learning and Autism Support Service). Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. In these circumstances, a child's needs would be considered in a holistic manner to identify both the possible reasons for the difficulties being observed and the most appropriate form of support.

Difficulties related solely to the process of learning English as an additional language are not considered to be a sign of SEN. Language development is monitored over time in order that SEN's, if they are present, can be observed, thought about and addressed.

We have two trained Thrive practitioners on our staff who are authorised to use the Thrive assessment tool, in conjunction with parents and class teachers. 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.

### Listening to and informing parents

At all stages we want to keep parents informed and aware of any discussions that may be occurring at school. We aim to meet regularly to allow parents to be involved in these discussions as much as possible. This may be through the usual channels of parent consultations or informal conversations or we may invite you to attend a meeting for a longer discussion. We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Where it is decided to provide a pupil with SEN support the decision will be recorded in school records. We are required to make data on the levels and type of Sen within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report which is presented anonymously to protect your child's privacy.

<p><b>Assess Plan Do Review Plans and Additional Needs plans</b>  Children who have SEN support will have an Assess, Plan, Do, Review document (APDR) drawn up. This document records information about the child, it monitors their progress as well as records current targets. These are reviewed and updated three times a year and shared with parents. Children with more complex needs may have an Additional Needs Plan (ANP) drawn up. This is a more detailed document and may be used at a later date to support an application for an Education and Health Care Plan (EHCP), if this is relevant to the child. The ANP is also reviewed and updated three times a year.</p> <p><b>Deciding whether to apply for an EHCP needs assessment</b>  In considering whether an EHCP needs assessment is necessary, the Local Authority will consider the evidence from school. In East Sussex, schools are required to complete, follow and review an ANP in advance of making an application for an EHCP assessment. An EHCP assessment will not always lead to an EHCP.</p> <p>The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child. Only children with very complex needs will be assigned an EHCP by the Local Authority.</p> <p>If an EHCP is issued, they must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings.</p>	
<p><b>6. How does the school teach and support children with SEN?</b></p>	
<p>The best way for all children to learn, is through high quality teaching including differentiated, personalised planning which takes account of the needs of each child. In the class setting children may work as a whole group, in a small group, in pairs or individually.</p> <p>Children who have been identified as needing additional support may work in small groups with the support of an adult. They may also be offered one to one time to consolidate learning or address misconceptions. Some children, who have been referred to specialist agencies such as Speech and Language, may have a set of targets that they work on with a TA on a regular basis.</p> <p>All teachers and support staff undergo regular monitoring to ensure that the quality of teaching is of a high standard and that everyone has current and updated skills.</p>	<p>SEND CoP 6.79 bullet 7</p>
<p><b>7. How will the curriculum and learning environment be matched to the child's needs?</b></p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>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 SEN support cycle (assess, plan, do, review).</p>	<p>SEND CoP 6.79 bullet 8</p>

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

We are committed to working in partnership with parents and all parents are actively encouraged to take part in the school community. This may include sharing skills, helping in school, attending information workshops, attending learning showcases, helping with school visits and supporting the Friends of Motcombe.

It is our aim that the school works closely with you to maintain purposeful communication between the school and home. Senior leaders can be consulted at the beginning of the day at the school gates. In addition to this, a longer or more private meeting with the class teacher or SENCO can be arranged by calling the school office to make an appointment.

Parent Consultation Evenings take place twice a year. Every Term parents are invited into their child's class for a 'Learning Showcase' where children share their learning with you. Every child will also receive an annual report in Term 6.

Children who have SEN support will have an Assess, Plan, Do, Review document (APDR) or an Additional Needs Plan (ANP) which is reviewed and updated three times a year and shared with parents. Support is planned in order to help children reach the agreed outcomes and reviews will have a focus on children's progress towards these outcomes. For children with an EHCP, the annual review is arranged as an additional meeting. Parents, class teacher, SENCO and outside agencies, if applicable, are invited to attend.

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

We are committed to involving children with SEN in decisions about their learning. We will listen to the views, wishes and feelings of children as they are expressed, both formally and informally around the school and through formal channels such as pupil voice. The following table shows how children are involved in giving feedback and making decisions about ways in which they are supported at school.

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bullet 5

	Who's involved?	How often?
Self-assessment	pupil, class teacher / TA	daily
Class discussions	pupil, class teacher / TA	daily
Class Circle times	pupil, class teacher	weekly / as required
School Council	pupil, class representatives, class teacher, School Council Lead Teacher	at least once a term
Pupil Voice	pupil, SENCO, class teacher/ TA	three times a year
SEN support review meetings	pupil, parents, class teacher, SENCO	three times a year
Annual reviews (EHCP only)	pupil, parents, SENCO, class teacher, outside agencies, local authority.	once a year

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

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 SEN. We have robust systems in place for starting school, moving year groups and transferring to the next school.

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**If your child is joining the Reception class:**

The Reception class teacher and TA will visit the family home and meet with you and your child before starting school. The Year Group Leader will be in close telephone contact with your child's pre-school provider in order to discuss your child.

Your child will be invited to attend a 'Teddy Bear's Picnic' with you at school with the rest of their class, before starting school. You will be invited to attend a New Parents evening at school before your child starts, giving you information about the school and allowing you to meet the staff who will be working with your child.

The SENCO will observe all children in their pre-school setting, that are involved with the ISEND Early Years Service. The SENCO and the Reception teacher may arrange additional visits for children identified as having SEN and additional meetings with parents and other agencies who have been involved with your child, such as ISEND Early Years Service.

**When moving classes in school:**

Information will be passed on to the new class teacher and a planning meeting will be held with the old and new teaching staff to discuss your child's strengths and difficulties, as well as strategies that have been successful. SEN support documents will be shared with the new teacher. All children visit their new class and take part in sessions with their new teacher and TA before the summer holidays.

**Moving to Junior School:**

Junior schools have Open Mornings and Evenings when Year 2 pupils may visit with their parents before naming their preferred choice of school.

The SENCO will discuss the specific needs of your child with the SENCO of their Junior School during Term 6. Children's current SEN support documents will be shared with the new school. Junior School staff visit the school to talk with the pupils and answer any questions they might have. All children attend their new school for one day in July, as part of the town wide transition day. However additional visits may be offered for specific children, if required.

**If your child is moving to or from another school:**

We will contact the SENCO regarding any special arrangements or support that needs to be in place for your child and we will make sure that all records about your child are passed on as soon as possible.

**11. What training do school staff have?**

Annually, the Headteacher and senior leaders, in conjunction with the governors and staff, draw up a school improvement plan which outlines priorities for the year. These areas are then monitored throughout the year.

We regularly review the quality of teaching of all pupils, including those at risk of underachievement. This includes identifying particular patterns of need in the school, reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. Where necessary, staff attend individualised training if they are supporting a pupil with a more specific need.

All staff have attended a variety of training courses about the Mastery curriculum. The school now adopt this approach in Year 1 and 2 for all subjects. All staff have completed Thrive training and we have two Thrive trained practitioners. Every TA in Reception is trained in NELI (Nuffield Early Language Intervention) and two TAs are trained in Sensory Circuits and Jump Ahead.

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<p>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.</p> <p>All our teachers are qualified teachers. Our SENCO has completed the National Award in Special Educational Needs Co-ordination in accordance with the requirements set out in the Code of Practice.</p> <p>East Sussex County Council training for schools- <a href="http://www.czone.eastsussex.gov.uk">www.czone.eastsussex.gov.uk</a> Advanced training materials- <a href="http://www.advanced-training.org.uk">www.advanced-training.org.uk</a></p>	
<p><b>12. How does the school measure how well it teaches and supports children with SEN?</b></p>	
<p>The school is continually evaluating and refining its work to ensure that it is doing the best it can be for all children. 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.</p> <p>We ask parents to complete a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>We also invite parents to provide feedback at meetings and through the Ofsted parent view website. <a href="https://parentview.ofsted.gov.uk/">https://parentview.ofsted.gov.uk/</a></p> <p>“You provide incisive and determined leadership at Motcombe Infant School that has ensured that standards have risen dramatically in recent years. You have communicated a clear vision for the school community that is based upon high expectations for pupils to achieve of their best and behave well. Motcombe Infant School is prized by parents and carers. Many I spoke to commented about leaders’ and teachers’ caring and nurturing attitudes toward their children. As one parent said, ‘It’s a truly happy and wonderful school. This is all down to the caring staff and the engaging and varied learning that takes place every day.’ ” Ofsted January 2018.</p>	<p>SEND CoP 6.79 bullet 10</p>
<p><b>13. How accessible is the school and how does the school arrange equipment or facilities children need?</b></p>	
<p>The school is a single storey building therefore all parts of the school can be accessed by wheelchair users. There are also two toilets suitable for those with disabilities and / or wheelchair users. The playground is on one level.</p> <p>As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion.</p> <p>Like all schools, we are subject to the Equalities Act and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. Our equalities objectives, <a href="http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/04/Equality-Objectives.docx.pdf">http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/04/Equality-Objectives.docx.pdf</a> accessibility plan <a href="https://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Accessibility-Plan-July-2020.pdf">https://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Accessibility-Plan-July-2020.pdf</a> and children with medical needs policy <a href="http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Supporting-Children-with-Medical-Needs-Policy-9.pdf">http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Supporting-Children-with-Medical-Needs-Policy-9.pdf</a> describes the steps we take to ensure that the school is accessible and demonstrates that we take appropriate steps to prevent disabled pupils from being treated less favourably than other pupils.</p>	<p>Section 69 Children and Families Act 2014</p>

<p><b>14. How are children included in activities with other children, including school trips?</b></p>	
<p>We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>All children are included in activities outside the classroom, including outdoor learning within school time and school trips. Risk assessments are carried out for school visits and reasonable adjustments made where required. A suitable number of adults accompany the pupils with a higher level of support provided for some pupils if needed. Any special arrangements are made in full consultation with parents.</p> <p>Health and Safety audits are conducted to ensure that the school provides a safe environment for all pupils.</p>	<p>SEND CoP 6.79 bullet 11</p>
<p><b>15. What support is there for children's overall well-being and their emotional, mental and social development?</b></p>	
<p>All adults in school take a great interest in and concern for all pupils. We take children's and parental concerns about well-being seriously. In the first instance, the class teacher and TA are kept well informed. All adults who come into contact with any child have responsibility towards ensuring that children feel safe and secure at school.</p> <p>A consistent whole school culture and vision is integral for developing children's positive mental health and resilience. Mental health, within PSHE, is developmental and appropriate to the age and needs of every child. It is part of a well-planned programme which is delivered in a supportive atmosphere. We aim for all children to feel comfortable, to engage in open discussion and feel confident to ask for help if necessary. Motcombe use 'Jigsaw' as our whole school approach to PSHE. It is a comprehensive scheme of learning for personal, social, health and well-being education. <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a>.</p> <p>Children learn The Golden Rules as the foundations of our behaviour policy. Class Dojo is our rewards and sanctions system for all children. Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. Ongoing difficulties in behaviour are usually found to be a communicator about other additional needs that a child may have. Where necessary, we may refer to an external team, such as the Education Support, Behaviour &amp; Attendance Service (ESBAS) or the Child and Adolescent Mental Health Services (CAMHS).</p> <p>We have two trained Thrive practitioners on our staff who are authorised to use the Thrive assessment tool, in conjunction with parents and class teachers. 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. Children with a Thrive action plan are assessed three times a year by the class teacher and new action plans devised as necessary.</p> <p>We will monitor and review progress in all the above areas, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.</p> <p>For more information see our mental health and wellbeing policy, <a href="http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Mental-Health-Emotional-Wellbeing-Policy.pdf">http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Mental-Health-Emotional-Wellbeing-Policy.pdf</a> behaviour policy <a href="http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Behaviour-Policy.pdf">http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Behaviour-Policy.pdf</a> and safeguarding policy <a href="http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Safeguarding-Policy-July-2020.pdf">http://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Safeguarding-Policy-July-2020.pdf</a>.</p>	<p>SEND CoP 6.79 bullet 12</p>

<p><b>16. What specialist services does the school use to support children and their families?</b></p>	
<p>We will involve a specialist service when a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. We may involve specialists at any point to advise early identification of SEN. Parents are always involved in any decision to involve specialists.</p> <ul style="list-style-type: none"> <li>• Education Support, Behaviour &amp; Attendance Service (ESBAS)</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• English as an Additional Language Service (EALS)</li> <li>• Communication, Learning and Autism Support Service (CLASS)</li> <li>• Teaching and Learning Provision (TLP)</li> <li>• Children's Integrated Therapy and Equipment Service (CITES)</li> <li>• Children's Disability Service</li> <li>• Educational Psychology Service (EPS)</li> <li>• Sensory Needs Service (SNS)</li> </ul>	<p>SEND CoP 6.79 bullet 13</p>
<p><b>17. Where can I get information, advice and support?</b></p>	
<p><b>The school:</b> If your child already attends Motcombe School, your first point of contact is your child's teacher, who will be happy to make an appointment to talk to you. You are also welcome to directly contact the SENCO by calling the school office or emailing <a href="mailto:SENCO@motcombe.e-sussex.sch.uk">SENCO@motcombe.e-sussex.sch.uk</a>.</p> <p><b>The local offer</b> <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p><b>Amaze SENDIASS (East Sussex)</b> Amaze SENDIASS is funded by East Sussex County Council and Brighton &amp; Hove City Council to offer impartial and confidential information, advice and support on anything to do with SEND including education, health and social care. 01273 772289. <a href="https://amazesussex.org.uk/">https://amazesussex.org.uk/</a></p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<p><b>18. What do I do if I am not happy or if I want to complain?</b></p>	
<p>Most concerns and complaints can be dealt with informally, by talking to the relevant person, usually your child's class teacher. Staff at Motcombe are always willing to talk to you and take your concerns seriously.</p> <p>The Head Teacher has an open door policy, and you can always talk to her, either by dropping in or by making an appointment. If you are not satisfied with the outcome of your discussion with a member of staff, try talking to the Head Teacher.</p> <p>Motcombe's aim is always to resolve any concerns or complaints as quickly and sensibly as possible without the need for formal procedure. As it is difficult for anyone to investigate matters that are out of date, please raise issues promptly.</p> <p>If you have not been able to resolve an issue informally, you may wish to use the formal complaints procedure, as set out in our complaints policy <a href="https://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Complaints-Policy-2020.pdf">https://motcombe.e-sussex.sch.uk/wp-content/uploads/2020/03/Complaints-Policy-2020.pdf</a>.</p>	<p>SEND CoP 6.79 bullet 14</p>