



Special Educational Needs and Disability Information Report 2023 - 2024

Head teacher: Mr K Bradbeer
Special Educational Needs Co-ordinator: Mrs S Levey

1. About this report

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 and disabilities. It is shown on our school website and in the 'local offer' on www.eastsussex.gov.uk. Additional information is available in our School SEND policy is also available on our website.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex: www.eastsussex.gov.uk/localoffer.

We will keep this report up to date termly throughout the year. The Governors will review this report once a year. If you want to give us feedback about the report, please contact the school office.

Signed:

Chair of Governors: Tim Murray

Date:

2. Who do I contact?

What should I do if I think my child may have special educational needs?

- Please make a note of any areas of concern and then speak to your child's class teacher. They are your first point of contact.
- Contact the Special Needs Co-ordinator (SENDCo) Sophie Levey, if you still have concerns Ms Levey is usually at the school on Fridays. You can email her at: senco@framfieldcep.e-sussex.sch.uk

Our SENDCo, Sophie Levey, has day-to-day responsibility for the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health Care Plans (EHCPs). Our SENDCo provides professional guidance to colleagues and works closely with staff, parents, carers and other professionals and agencies. She is aware of the provision in the East Sussex Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching.

What should I do if my child already has an identified special need before starting at the school?

- If your child already has an identified special need, please let us know as soon as possible. This will mean that we can respond quickly to their needs when they join us. Please tell us about any other service (for example; speech or occupational therapist) already supporting your child.
- Also let your child's current provider (nursery, pre-school or school) know that your child will be starting at our school. This will help establish a good transition for your child.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- Arrangements are in place in school to support pupils with medical conditions.
- An SEN information report is published annually.
- That there is a qualified teacher designated as a SENDCo for the school.
- In addition, our governing body works with the SENDCo and Head teacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.
- The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

3. Which children does the school provide for?

We are a Church of England Primary School (aided), admitting pupils from age 4 to 11 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 an Education Health and Care Plan, please 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.

- [Framfield CE Primary School Admissions Policy](#)
- [School admissions in the ESCC website: eastsussex.gov.uk](#)
- Or contact the Information for Families team for admissions advice on 0345 60 80 192

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

Whole School Approach

Quality First Teaching is at the heart of our provision for all children in our school.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have, or may have, SEN (SEND Code of Practice, 2015).

The progress of all children is discussed at regular Pupil Progress Meetings and provision for children who need a higher level of support to make progress is reviewed and adjusted as needed. Children with Additional Needs Plans (based on the cycle of assess, plan, do, review - see below) or for example, speech programmes will have these reviewed regularly with staff and parents. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

An Additional Needs Plan +, co-written with parents, is an option for children where needs are especially complex.

Underpinning our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Children are regularly assessed. Progress is carefully tracked and monitored. Some children require more specific assessments to track progress in smaller steps through assessments being linked to a specific intervention programme. Occasionally it may be necessary to assess children using a 'one-off' formal SEND assessment, for example The Dyslexia Screening Test or Language Link.

Plan: It is the responsibility of the class teacher to plan for interventions and inclusive strategies that any child may require within the class, with support and advice from the SENDCo. Interventions are discussed at Pupil Progress Meetings.

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. Teaching assistants are well-trained in SEND procedure and practice.

Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an on-going process. We meet together at Pupil Progress Meetings to discuss progress and the effectiveness of the strategies and interventions that have been used. In addition, review meetings are held regularly and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective we discuss alternative provision and/or involve external agencies in providing advice. Having talked with children and their parents or carers, all our additional provision is based on an agreed outcomes approach. If a child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN plan if one is in place and will 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 (SEN) as early as possible, so that children achieves the best possible outcomes

A pupil has SEN 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 as part of quality first teaching and universal provision.

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.

Children with any of these needs can be included in our school community.

Identifying need through assessing progress

We assess each pupil's skills and level of attainment on entry to the school. Exactly what we assess will depend on the child's age and general level of attainment at the point they enter the school. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which;

- 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.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness, which a class teacher will identify. Any child identified in this way will be closely monitored to see what impact targeted teaching is having. Teaching assistants will help in this task. We may also complete a Pupil Passport with children and their families to highlight areas of strength and difficulty and detailing any strategies or resources available as part of universal provision in the classroom, that are particularly useful in supporting a child's learning.

If a pupil continues to struggle to make progress in their learning, the class teacher, working with the SENDCo, will consider whether a child should be identified as needing SEN support. A clear analysis of the pupil's needs will be carried out, including the individual's development in comparison to their peers and national data, through the use of school assessment procedures and discussions at Pupil Progress Meetings.

The complexity of identifying SEN

Slow progress and low attainment do not necessarily mean that a child has SEN. There can be a number of factors which account for this, such as family circumstances, varying rates of cognitive development or a child's interest in a subject, as well as their preferred learning style.

Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability as a child's may nonetheless be underperforming. In these situations, areas of strength may be observed from time to time which suggest that in the main a child may be having difficulty either accessing the learning opportunities provided or conveying their understanding through written and other work.

Difficulties related solely to the process of learning English as an additional language are not considered to be SEN. Language development is monitored over time in order that difficulties, if they suspected, can be observed and addressed.

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 the round' to identify both the possible reasons for the difficulties and the most appropriate way to address them.

Listening to and informing parents

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early when we can, keeping parents/ carers informed of observations and concerns as they arise. 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 and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. This information is presented anonymously to protect your child's privacy.

Additional Needs Plans

Where a pupil needs provision that is additional to or different from what is normally available to pupils, we will write a support plan called an Additional Needs Plan (from January 2023). This sets out specific, achievable targets and the support which will be put in place to make sure that the pupil reaches these. They are written collaboratively by teachers, parents and the pupil and reviewed termly.

For some children with more significant needs we may make a more detailed plan, classed an ANP+. In these cases there would usually be the involvement of at least one additional agency, such as Occupational Therapy or the Speech and Language Therapy Service. An Additional Needs Plan + is usually produced for children who it is felt may require an EHC assessment in future.

Reviewing SEND support

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. For the majority of pupils identified as having an additional need this will happen three times yearly but will be more frequently for pupils with greater need or concern.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

Deciding whether to apply for an EHC needs assessment

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. In East Sussex, schools are required to complete, follow and review an Additional Needs Plan + in advance of making an application for an EHC assessment. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

Reviewing an EHCP

EHCPs (Education and Health Care Plans) are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed at least every 12 months. Reviews are undertaken in partnership with the child and their parents, and take account of their views, wishes and feelings. The review focuses on the child's progress towards achieving the outcomes specified in the EHCP. The review also considers whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer are usually invited. Other professionals associated with the child may also be invited, for example an Educational Psychologist, Occupational Therapist, Speech and Language Therapist or Social worker.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the local authority, we will try to synchronise EHC plan reviews with social care reviews.

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

- All teachers provide high quality lessons, differentiating work to meet the needs of all the children in their class.
- Additional support for individual children or groups may be planned and reviewed by the class teacher or teaching assistant.
- Where necessary the class teacher will talk to the SENDCo and a more personalised programme of support may be introduced. This may include support from an outside service.
- The senior management team closely monitors teaching and learning of all children.
- We will make sure you know about any extra support that your child is receiving.
- We know that parents and carers can provide invaluable support for their children's learning and we will work in partnership with you to make sure your child makes the best possible progress.
- We will track your child's progress carefully and adapt and adjust support as needed.

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

How is the curriculum matched to my child's needs?

- We do what is necessary to enable children to settle into the school environment, participate, develop, learn, and achieve the best possible outcomes
- A broad and balanced curriculum is on offer to all pupils at Framfield School. Teachers' planning includes details of how the curriculum is adapted or made accessible for pupils with SEN. Teaching Assistants feedback to teachers when they are providing additional support.
- Lessons are pitched appropriately so that all children can learn and make progress. Lessons and support plans are devised to address potential areas of difficulty and to remove barriers to pupil achievement where at all possible. Teachers take account of the needs and different learning styles of each individual and differentiate tasks and materials appropriately.
- Teachers regularly track and assess the children and regular Pupil Progress Meetings allow class teachers and members of the leadership team the opportunity to analyse the progress of each child.
- If your child is not making the expected progress and has specific gaps in their understanding they may work within a smaller group of children. These will be run by a teacher or trained teaching assistant. Where applicable the school may seek specialist advice. There are regular meetings to monitor the impact of interventions.
- Further specific support may also be provided through an Additional Needs Plan or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching.

- The SEND budget is managed by the Head teacher, SENDCo, Governing Body and School Bursar. Resources are made or purchased as necessary to support each pupil's learning. The Governors are responsible for ensuring that SEND funding is used well and that all pupils are given the help that they need to make good progress. There is a SEND Governor who meets with the SENCO several times a year. The school will use its SEND funding in the most appropriate way to support your child.

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

How are parents involved at the school?

- We welcome the contribution that the wider community can make to our school and we are committed to working in partnership with parents.
- It is our aim that we work in close partnership with you and maintain a purposeful communication between the school and home. We will always have regard to the views, wishes and feelings of parents/ carers.
- We adopt an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENDCo if there is anything of a more serious or private nature to be discussed.
- We encourage parents to attend parent's evenings three times a year.
- We have an SEN parent/carer group that meets regularly across the school year.
- If a child is identified as needing an Additional Needs Plan to support their learning, parents will be involved in helping the school to create this and then in reviewing targets three times a year, or more often if either parent/ carers or the SENDCo feel this would be beneficial. For children with an EHCP, the annual review may either be included as one of the three meetings or be arranged as an additional meeting (to be agreed on an individual basis).
- We will provide parents/carers with the information and support necessary to enable them to play a full part in decision making.
- All parents are actively encouraged to take part in the school community. This may include sharing skills, attending class assemblies, celebration assemblies, information workshops and helping with school visits.
- Parent helpers are welcomed into the classroom.
- There is an active Parent Teacher Association supporting the school by raising funds and organising events.
- Parents are given opportunities to develop an understanding of the curriculum through workshops organised by the school.

- All children have a reading diary which can also be used as a home/school book. However, a child who either the parent or school feels needs extra communications may have a home / school book.
- At least three times a year we will meet parents/carers of children with SEND to discuss progress and set new targets. All parents receive an end of year report in July.
- Reports from outside agencies are shared and discussed.
- We support parents to help their children to achieve the best possible educational and other outcomes, preparing them effectively for adulthood. This may involve signposting to additional services in the community. Where appropriate we highlight relevant workshops or courses for parents e.g. ASD support network for parents.
- If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can refer to the on the website. It is also available from the school office.

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:

- Listen to children's views, and take account of their wishes and feelings, as they expressed, both informally around the school and through formal channels, such as pupil voice activities undertaken with the SENDCo and/ or support staff.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children in their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The following table shows how children are involved in giving feedback and making decisions about ways in which they are supported at school:

	Who is involved?	How often?
Self assessment	pupil, class teacher/ TA	Daily
Class Circle times	pupil, class teacher/TA	Weekly/ as required
School Council	pupil, class representatives, Head teacher	Termly/ as required
Pupil Voice	pupil, SENDCo/ class teacher/ Head teacher/subject leaders	As needed
SEN support review meetings	pupil, parents/carers, class teacher/ SENDCo	At least three times a year
Annual reviews (EHC plans only)	pupil, parents, SENDCo, class teacher/ support services, local authority	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?

We recognise that moving on can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

On first joining Framfield:

- You will be invited to our 'Reception Open Days' which allow parents and their children to visit on a normal school day.
- Reception classes hold a number of sessions for the children as well as visits for children at pre-school.
- The Reception teacher will visit your child in their pre-school setting before they start school.
- We may hold transition meetings with pre-school settings for some families, where your child's special needs have already been identified.
- Any child starting school other than in September will be invited to taster sessions or days as appropriate.

On moving within the school:

- Information is always passed on to the next class teacher and a planning meeting is held with the old and new teaching staff to discuss your child's strengths and difficulties and the strategies that have been successful. Support plans and targets are shared with the new teacher.
- All children, across the school, visit their new class and take part in sessions with their new teacher before transition.
- For children who find change very difficult, photographic books are made showing the new classroom and staff. These are shared in school and also taken home. Additional visits are made to familiarise them with the new room and travel to and from it.

On moving on to secondary school:

- Discussions with the new school to make sure things go smoothly for your child.
- Transition visit prior to moving on to secondary school.
- Extra visits to the school if necessary. We may complete a transition pupil voice document to identify any particular worries or concerns.
- SENDCo meetings to ensure smooth transition and to advise and support parents with any questions or filling in forms.
- Extra visits to the school from staff and Year 7 pupils from secondary schools prior to the children joining them.
- If your child has an EHCP we will make sure that the SENCO of the secondary school that your child will be transferring to is invited to attend the transition annual review.

On moving to another school:

- If your child is moving to another school we will contact the school and make them aware of any special arrangements or support that your child may need.
- We will forward all records as quickly as possible.

- We will support their transition as needed, by providing opportunities to talk through any concerns the child may have, and providing social stories if appropriate.

11. What training do school staff have?

Every year the Head teacher identifies priorities for development as part of the School Development Plan, including reviewing support for children with SEN.

The quality of teaching for pupils of SEN and the progress made by these pupils is a key part of the performance management process for all staff.

We ensure high quality teaching for all as part of on-going monitoring of teaching and learning, especially for those at risk of underachievement. This includes identifying any patterns of need in the school, reviewing and improving if necessary 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 have. Where interventions are needed, we make sure staff have sufficient skills and knowledge to deliver interventions effectively. Where necessary, we will arrange for training so that staff can develop their skills.

Focuses for training has recently included Dyslexia, Language and Communication and ASD.

- All our teachers are qualified teachers
- Our SENDCo is a qualified teacher, with many years of experience of SEN in a number of schools. She is an accredited Dyslexia teacher.
- Our HLTA Heather West is an accredited Dyslexia specialist.
- Our federation Associate Inclusion Governor, Mrs Zoe Holland, has a special interest in this area and is a qualified teacher working in an East Sussex specialist SEND school.

This year we will be focusing on training to improve outcomes in reading, writing and maths; and further developing emotional literacy and resilience in all our learners. We will also have training on Neurodiversity and Dyslexia.

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

We are always monitoring, evaluating and adjusting what we do to make sure that we are doing the very best we can for all children.

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves.

We record details of additional or different provision made. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

We look at whether our teaching and programmes of support have made a difference. As children with similar needs can respond differently to the same intervention, we regularly review and revise provision.

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 record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.

The school looks at the progress that children with SEN make across a school year and compares this with the progress of children without SEN. Although some children may achieve differently to their peers, it is hoped they will make comparable progress. If the rate of your child's progress is causing concern, staff will think together with you about why this may be with the aim of revising provision to support your child to reach his/ her full learning potential.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

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/>

Attainment of children with SEN at Framfield School, July 2023

Y1 Phonics Screening test: all Y1 children: 58% ,
Y1 children with identified SEN: No children in this cohort
National average: 81%

End of KS1 SATS, Summer 2023

% of pupils reaching at least national expected standard	Reading	Writing	Grammar, punctuation and spelling	Maths
Children with identified SEN at our school	0%	0%	0%	0%
All children at our school	38%	23%	8%	23%
All children nationally	69%	61%	No data	72%

KS2 SATS results, Summer 2023

% of pupils reaching at least national expected standard	Reading	Writing	Grammar, punctuation and spelling	Maths
Children with identified SEN at our school	0%	0%	0%	0%
All children at our school	67%	50%	50%	50%
All children nationally	73%	71%	72%	73%

Attainment and progress of children with SEN

Although the attainment of children with SEN is generally weaker than that of other children, most made steady progress towards their individual targets. Some children make good progress despite their SEND.

In order to maintain confidentiality we will not provide detailed in-school progress data or background information here, as our cohorts are very small. If you would more information, please contact our Headteacher, Mr Bradbeer.

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

Our school was built well over 100 years ago, but recent extensive building work means that access to most of our school building is good. All the classrooms are on the ground floor and there is an individual toilet and shower with wide door access.

Access to our playground is good.

Classrooms are arranged to provide good access to resources for all children and where access is an issue for particular children this is taken into account by staff.

Like all schools, Framfield CE Primary is subject to the Equalities Act. We are committed to making all reasonable adjustments towards improving accessibility as we maintain and develop the school and its grounds. We will take proactive steps to ensure that disabled pupils and non-disabled pupils are treated equitably.

[Equalities Policy and Accessibility](#)

^{Plan}We currently communicate with parents in direct conversation, phone, letter and email. We ask parents how they prefer us to communicate with them. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs.

- We encourage you to discuss any concerns you might have with us so that we can plan for full inclusion. Further details can be obtained from our [SEND Information Report](#) that are available on our website.

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

- School trips and activities are available for all children at our school.
- Risk assessments are carried out to ensure that procedures are in place so that all children can participate.
- We will make all reasonable adjustments to make sure that every child is included.
- If there is something that might make it hard for your child to be included in an activity we will discuss this with you and see how we can work together to make the activity possible.

More information is available in the [Equalities Policy and Accessibility Plan](#) on our website.

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

- Our school has a strong Christian ethos; emphasising the important values of respect for all, resilience and equality.
- We are an inclusive school and we welcome and celebrate diversity.
- We recognise that self-esteem is key to a child's emotional well-being and academic progress
- The class teacher has overall responsibility for the well-being of every child in their class. If you have any worries, please speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCo.
- We support children's emotional, social and behavioural needs through our PSHE (personal, social, health, education) curriculum.
- Sometimes we work with other agencies, the Educational Psychology Service and the team of School Nurses to support development in this area for cohorts of children.
- Sometimes, if a number of similar needs are identified within a group of children, we may decide to arrange a group intervention based around social/ emotional support, such as a social skills or nurture group for example.
- If an individual child needs an space to talk and this cannot easily be provided by the class teacher or teaching assistant during the ordinary course of the day then there may be a discussion with the SENDCo or Head teacher to consider how this might be provided, including parents / carers in the discussion, providing there is not a safeguarding concern (see separate policy on this). Where at all possible we will provide a space to talk/ play/ draw in a therapeutic setting within school. If the level of need is such that the support the child requires is beyond the level of expertise or experience of our staff or if resources are unavailable we may suggest that we look to an external service.
- All interventions are monitored and reviewed regularly.
- When necessary the school can refer individual children to the Educational Psychology Service, the Children and Adult Mental Health Service and Early Help Service.
- Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and several members of staff have first aid qualifications. If your child has significant medical needs please speak to the SENDCo to discuss how we can best support you and your child. Support might include drawing up a Health Care Plan, and seeking advice or training from medical specialists.

[Behaviour policy](#)
[Anti-bullying policy](#)
[Safeguarding policy](#)

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

As part of the cycle of SEN support (assess, plan, do, review) we will always involve a specialist where 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. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

We have access to a range of outside agencies for additional support.

Agencies we are currently working with include:

- CAMHS - Child and Adolescent Mental Health Service
- Children's Integrated Therapy Service (for speech and language, occupational and physiotherapy)
- CLASS (Communication, Learning and Autism Support Service)
- Early Help Service
- Early Years' Service
- Educational Psychology Service
- TASS (Team Around the School and Setting)
- FLESS (Flexible Learning Education Support Service)
- SCSN - Service for Children with Sensory Needs
- TEALs (Traveller and English as Additional Language Service)
- Virtual School for Looked After Children
- Counselling/play therapy support

For more information please refer to <http://www.eastsussex.gov/childrenandfamilies/specialneeds/localoffer/default.htm>.

For further information on what is available locally to support families, please see

<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 school:

If your child is at school the class teacher is the first point of contact but parents are also welcome to directly contact the Head, Mr Keiran Bradbeer and SENDCo, Ms Sophie Levey. All contacts are initially made through the school office at: office@framfieldcep.e-sussex.sch.uk

You could also contact our SENDCo: Sophie Levey - senco@framfieldcep.e-sussex.sch.uk

or our Associate Inclusion Governor: **Mrs Zoe Holland**. Please contact via the school office - office@framfieldcep.e-sussex.sch.uk

If you are considering applying for a place in this school and your child has special educational needs, please phone the school and arrange an initial visit with the Head teacher.

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/sendadvice

or www.eastsussex.gov.uk/localoffer

This tells you about what is available for children with SEND in East Sussex.

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

We like to have a friendly and open relationship with parents and carers and encourage you to communicate with us at the earliest opportunity if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately, we will arrange an appointment to meet as soon as possible.

In the event that you feel unhappy about how your concerns are being addressed, you will be able to make a formal complaint as set out in our [complaints policy](#) and procedure which is available on our website and also from the office.

Last updated by Sophie Levey, Autumn 2023

To be updated as needed and reviewed fully in September every year.