



Wallands SEN Information Report 2018

The Special Educational Needs Code of Practice places a statutory duty upon schools to produce an SEN Information report. The following document contains the statutory information as laid out in the following law and guidance:

- Children and Family Act 2014 (section 69; regulation 51)
- SEND Code of Practice, 6.79

East Sussex parents helped to design the following format. In order to provide consistency they asked that all schools present the information in this format, hence we have presented on the agreed layout.

Please do contact us if you have any questions.

Julie Mortimer
Acting SENCo
September 2018

Headteacher: Debbie Collis

Deputy Headteacher: Fiona Large

Wallands Community Primary School
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Special Educational Needs Information Report 2017

Wallands Community Primary School

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 annually. This report explains how our school meets the needs of children with SEN. It is accessible on our school website and in the 'local offer' on www.eastsussex.gov.uk.</p> <p>In this report, we explain how we meet our duties towards pupils with special educational needs and disabilities, whilst also serving as our SEN policy. This report also encompasses 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</p> <p>Our SEN provision is regularly reviewed, in consultation with parents and children, and changes are reflected in the annual review of this report. If you would like to share your views about the report, please contact the SENCo, Julie Mortimer, (jmortimer@wallandscp.e-sussex.sch.uk).</p> <p>Signed: Noah Curthoys (Chair of Governors) Date: September 2018</p>	SEND CoP 6.81
2. Who do I contact?	
<p>If you are thinking of applying for a place at Wallands Community Primary School, please contact our school office on 01273 472776.</p> <p>If your child is already at the school, you should talk to the child's class teacher about any issues you are concerned about. Class teachers are available directly via email, through the school office or on 01274 472776 (where a message can be left for them). You are also welcome to arrange a meeting with them at the end of the school day.</p> <p>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 Additional Needs Plans or 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 support for children in the school.</p> <p>Our SENCo is Julie Mortimer. She can be contacted by phone (01273</p>	SEND CoP 6.79 bullet 5

<p>472776, option 7) or email (jmortimer@wallandscp.e-sussex.sch.uk).</p> <p>She works four days a week: Monday, Tuesday, Wednesday and Friday.</p>	
<p>3. Which children does the school provide for?</p>	
<p>We are a maintained, community Primary School. We admit pupils from age 3 to 11.</p> <p>Our motto is ‘<i>Learning together, learning forever.</i>’ and inclusive ethos runs through everything we do. This means we provide for children with all types of special educational needs.</p> <p>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. You can find further information about applying to our school in the following places:</p> <ul style="list-style-type: none"> • Wallands School admissions policy on: www.wallandsschool.org • School admissions - https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/download4/ • Contact Information for Families for admissions advice 0345 60 80 192 	<p>SEND CoP 6.79 bullet 1</p> <p>The kinds of SEN that are provided for</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>Wallands Community School is committed to ensuring that our children make the best progress they can and achieve their full potential. Through conversations with parents and appropriate information sharing with pre-schools, schools and outside agencies we aim to build a holistic picture of how best to meet a child’s needs. This means we consider the whole child and actively search for his/her strengths, interests, learning style, relationships and previous experiences. We also look to develop and support the social and emotional needs of the children in our care. We respect individual beliefs, traditions and cultures in accordance with our statutory duties.</p> <p>In line with the East Sussex Local Offer: https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/ our assessment of children’s needs follows a cycle.</p> <div data-bbox="491 1861 671 2040" data-label="Diagram"> <pre> graph TD Assess --> Plan Plan --> Do Do --> Review Review --> Assess </pre> </div> <p>We assess children through observations and consultations with the</p>	<p>SEND CoP 6.79 bullet 5</p>

<p>children themselves and by listening to the views of parents/ carers and teaching staff. This, in turn, helps us know how to support children’s learning and wellbeing. Children will then receive support either in class through quality first teaching; through 1:1 support or small group work; or they are supported outside of class through a targeted intervention. Our teaching staff monitor progress and wellbeing so we can regularly review and adapt the provision provided. External specialist advice is sought when necessary and agreed by parents and the school.</p> <p>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 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 6.80 re looked after children</p>
<p>5. How does the school identify children’s special educational needs</p>	
<p>We aim to identify children’s special educational needs (SEN) as early as possible, so that the child 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. Children may have one or more broad areas of special educational need:</p> <ul style="list-style-type: none"> • 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. <p>Within the Early Years (Nursery and Reception), the planned learning opportunities and continuous provision allows progress to be monitored through observation. This informal assessment continues through the school, alongside our more formal methods. We work in collaboration with children and parents to set individual learning targets, developing their self-assessment skills along the way. Our nurture, both provision supports children with emotional/ behavioural difficulties to enable us to look beyond the behaviours and assess their learning needs. We also access the county TEAL service if we feel that EAL needs are a barrier to their learning.</p> <p>Identifying need through assessing progress</p> <p>We make regular assessments of progress for all pupils. Our assessments seek to identify pupils making less than expected progress</p>	<p>SEND CoP 6.79 bullet 5</p>

given their age and individual circumstances.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess and track each child's progress throughout their time at Wallands. 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 or other factors are preventing their progress. The SEN Co-ordinator (SENCO) will regularly monitor our milestone data in accordance with our assessment policy, during terms 2,4 and 6. Any behavior concerns (from parents or staff) will also be monitored to access nurture provision within school or a referral to an outside agency (including our internal Counselling and Play Therapy provision).

Less than expected progress 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 support in this task.

If a pupil continues to struggle to make progress in his/ her learning, the class teacher, working with the SENCO, may 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 as 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 his/ her 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 learning potential could be higher than that which is currently evident in the classroom. 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 a sign of SEN. Language development is monitored over time in order that SENs, if they are present, can be observed, thought about and addressed. Children are

screened using Language Link upon entry in Reception and again in Years 4 using Junior Language Link so support can be given accordingly.

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 forms of support. This would be done in consultation with parents, teachers and the child themselves.

Some of the formal ways we identify children with SEN are:

- Speech and Language assessments conducted with individual children
- Language Link assessment of all Reception children.
- Junior Language Link assessments of all yr3 children.
- Regular monitoring of progress in terms 2,4 &6 (discussed at our Pupil Progress meetings)
- Class Teacher/ staff observations
- Dyslexia Screening Test
- In class assessments (tasks, assessment papers)
- SENCo observations
- Phonic screening
- Boxhall/ THRIVE assessments (for emotional needs)

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, 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 notify parents. We are required to record data on the levels and types of SEN within the school so the information is available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report. This information is presented anonymously to protect your child's privacy.

SEN support plans (Individual Education Plans) and Additional Needs plans

Where a pupil's needs are such that provision additional to or different from what is normally available to pupils within the school's own resources, it may be necessary to draw up an Additional Needs Plan of support. This draws together information about the child's background,

his/ her needs, difficulties, wishes and concerns, together with views of the parent(s)/ carer(s) and the assessments of all professionals involved in supporting the child. In these cases, there would usually be involvement from at least one additional agency, such as occupational therapy or speech and language therapy.

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, less than expected progress has been made, 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 at least three times, 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 EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. 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. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative and a Local Authority SEN officer will be invited. In addition, other professionals associated with the child may be invited, e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist or Social worker.

<p>Before the meeting we will:</p> <ul style="list-style-type: none"> • 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. <p>We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.</p> <p>Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.</p>	
<p>6. How does the school teach and support children with SEN?</p>	
<p>Quality first teaching will meet the needs of the majority of children. Teachers plan stimulating and engaging learning opportunities for our children which are differentiated to meet the needs of the individuals in their class. The planned tasks are delivered using a personalised and scaffolded approach. The SENCo works with the teachers to support and advise them in delivering high quality teaching and co-ordinates the additional interventions. These will provide additional support to meet the individual needs across a variety of areas; social skills; nurture and curriculum skills.</p> <p>How do we support the children with SEN?</p> <ul style="list-style-type: none"> • We develop Individual Education Plans (IEPs), with specific targets. These are reviewed three times a year by staff and parents. • If there is still a high level of concern about progress despite IEPs being in place we may consider an Additional Needs Plan (ANP). • In class support from experienced Teaching Assistants. • Discussions between teacher/ SENCo and parents to identify strategies to support • Quality first teaching – with differentiated activities • Referrals to outside specialist agencies for support and advice • INAs – delivering specific small group interventions • Providing staff with training on specific needs • Booster groups • Targeted interventions with smart targets in Maths and Literacy (small groups and individual) • Language Link groups • Nurture groups in both KS1 and KS2 • THRIVE activities in KS2 • Play Therapy • Counselling <p>Liaising Between School and home</p> <p>It is crucial that we work together to support our children. We will do this in a variety of ways:</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p>

<ul style="list-style-type: none"> • Regular reviews of IEPs or ANPs (three times a year) • Pupil Progress meetings with Senior Leadership and class teachers • Regular contact between school and home • Homework activities • Outside service reviews with feedback to parents • A communication book between teacher and parents/carers • Parent consultation meetings • Parent presentations • Curriculum meetings <p>Support available for children’s wellbeing</p> <ul style="list-style-type: none"> • PSHE lessons • Regular circle times • Massage in schools programme • E-safety lessons • Anti-bullying lessons and assemblies • Consistent rewards • Buddy systems for KS1 and KS2 • Assemblies with a pastoral theme • RAK club (Random Acts of Kindness) • Nurture sessions for 1:1 and small groups • Social skills groups • Pupil Voice • Risk assessments • Jump Ahead – motor skills programme • Sensory Circuits • Behaviour Support Plans • ESBAS support for school and parents • Pupils views questionnaires 	
<p>7. How will the curriculum and learning environment be matched to the child’s needs?</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.</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 use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review) (This is from SEND Code 6.12).</p> <p>Hence our learning environment is matched to our children’s individual needs by:</p> <ul style="list-style-type: none"> • Differentiating the work to ensure children are able to access the curriculum and make progress • Clear visuals highlighting school values and practical examples 	<p>SEND CoP 6.79 bullet 8</p> <p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>

<p>when children demonstrate these</p> <ul style="list-style-type: none"> • Progress is monitored by class teachers and SLT • Outside agency support is sought when needed (eg. SaLT) • Small group work led by class TAs • Small group interventions for literacy and maths • Small group and 1:1 nurture provision <p>Information about each year group's curriculum is available on our school website: http://wallandsschool.org</p>	
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p><i>We are committed to working with parents and carers at Wallands Community Primary school and we aim to involve them at every stage.</i></p> <p>We fulfil our statutory duties to involve parents and carers in a variety of ways:</p> <ul style="list-style-type: none"> • Regular reviews of IEPs (3 times a year) involving parents and class teacher/ SENCo (when necessary) • If a child continues on the SEN register and an Additional Needs Plan is developed, regular reviews are held in addition to above • If a child has an EHCp then annual reviews will be conducted in addition to other reviews • Regular internal progress meetings in terms 2,4 & 6 to review provision for the following term so we can highlight concerns with parents • Regular contact with parents, either by class teacher or SLT depending upon their stage of SEN or Behaviour in our frameworks • Home learning/ home activities • Outside service reviews with and feedback to parents/ carers • Communication books between parents and teachers • Communication between SENCo and parents regarding specific issues • Parent consultations • Parent presentations/ workshops • Annual reports and feedback sheets <p>Support is planned in order to help children and young people reach the agreed outcomes. Any reviews will have a focus on children and young people's progress towards these outcomes.</p>	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>
<p>9. How are children involved in reviewing their progress and planning support?</p>	

At each stage of their learning, pupils are invited to contribute to review process and self assess against their individual targets. Other opportunities in our school to include pupils in their own learning journey, as illustrated below.

	Who's involved?	How often?
Self assessment	Pupil, class teacher	Daily
Class Circle times	Pupil, class teacher	Weekly or daily, depending on needs
Worry Box/Suggestions box	Pupil, class teacher	
School Council	Class, class teacher/ headteacher	
Pupil Voice/ pupil surveys	Pupil, SENCo, class teacher	At least once a year
SEN support review meetings/ progress meetings	Pupil, parents, class teacher supported by SENCo	At least three times a year
Transfer Pupil voice	Identified children in year 6	During term 4/5 of year 6
Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, class teacher, support services, local authority.	Once a year

SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5

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 Wallands Community school we understand that preparing SEND pupils for transitions is essential for their wellbeing and to provide them with consistent support throughout their education. Children experience many transitions in their school life. Home visits are carried out by the Early Years Team upon transition to Nursery or Reception. As the children transfer from Nursery to Reception staff, regular meeting allow staff to discuss the developing needs of the children. Our Foundation stage staff plan joint activities that allow nursery children to become familiar with the Reception class setting. Transition between year groups is supported through additional visits, meetings with teachers and, where necessary, the creation of transition books. Time is taken in the meetings to discuss individual pupil needs. During Year 6 support is given to vulnerable children to manage the change. Our local secondary schools offer transition visits each year, with additional visits being organized for pupils who need more support. Relevant staff from Secondary schools are invited to attend EHCP annual

SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living

<p>reviews to aid with transition and make any necessary arrangements.</p>	<p>and participation in society</p>
<p>11. What training do school staff have?</p>	
<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 or twilight meeting. Our Annual review of our School Development plan allows us to measure progress and our training needs, in discussions with staff and governors.</p> <p>Teachers and support staff participate in our annual appraisal process. Targets are set at the beginning of the academic year, followed by observations and meetings to evaluate progress against the targets over the course of the year. This allows staff to identify specific professional development needs as well as having an opportunity to discuss targets as part of the School Development plan.</p> <p>We have a wide range of training available to us:</p> <p>East Sussex County Council training- czone.eastsussex.gov.uk Inclusion Development Programme- idponline.org.uk Advanced training materials- advanced-training.org.uk</p>	<p>SEND CoP 6.79 bullet 9</p> <p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>
<p>12. How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to ensure they reach their full potential. 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 complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision. This is reviewed by our SENCo and reported to our SEND governor and head teacher.</p> <p>We hold parent meetings and presentations to inform and then summarise the feedback to parents. We also invite parents to provide feedback through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/ . This information helps to inform the School Development plan.</p>	<p>SEND CoP 6.79 bullet 10</p> <p>Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>At Wallands Community School we endeavour to make all reasonable</p>	<p>Section 69</p>

<p>adjustments to our premises in line with our Accessibility Plan (and the Equalities Act) to ensure our building is accessible to all. The needs of disabled pupils are identified to ensure they have equality of access. We are supported by county if we require specialist equipment to serve the needs of individual pupils (Guidance- Equipment in mainstream schools- czone).</p> <p>We support the medical conditions of our pupils in a variety of ways:</p> <ul style="list-style-type: none"> • Teaching and support staff in their class are trained to understand their medical needs by relevant outside agencies • Other first aid trained staff across the school are aware of the children with medical needs in our school. <p>(guidance- https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)</p>	<p>Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>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>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.</p> <p>We also work with pupils to ensure that support is in place for them to attend school trips and residential trips as well as a wide range of after school activities. This is done through:</p> <ul style="list-style-type: none"> • Ensuring children attend trips irrelevant of cost/payment • Additional adults where necessary • Detailed risk assessments • Playground buddies • Medical needs being catered for 	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<p>As a Rights Respecting school, our pupils’ social, emotional and mental health development is crucial. We encourage children to develop a love for learning and attain the skills for learning that will enable them to do their very best in all aspects of their life. This is supported in a wide variety of ways in order to reinforce and practice the different skills involved:</p> <ul style="list-style-type: none"> • Curriculum lessons – these are planned as part of PSHE topics and revisited throughout the school so lessons are delivered in age appropriate ways • Social skills delivered in small groups 	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support</p>

<ul style="list-style-type: none"> • Individual sessions with our Behaviour and Pastoral Lead/ SENCo • Additional pastoral support from our Behaviour and Pastoral Lead • Circle time (these are planned and can also be responsive to the needs of the class) • Nurture Groups • Jump ahead- motor Skills programme • Sensory Circuits • Behaviour Support Plans • Outside Agency support (ESBAS, CAMHS, SaLT, Early Help Keyworker, OT, EPS, CLASS, TEAL, FLESS, Paediatric Unit,) • School Nurse Team • Anti-bullying week • Regular SEN assemblies • E-safety lessons, assemblies and parent meetings • Boxall/ THRIVE assessments to identify targets for children • Listening systems in class (worry boxes, suggestions box) <p>We monitor and review progress, with children and parents, so we can target the support they need. In school we also raise concerns during our progress meetings as part of the SEN planning cycle.</p> <p>We have a reviewed and robust Anti-bullying policy that details how we deal with bullying in our school. All bullying issues are investigated and restoration is sought when possible. Where children with SEND are involved, they are closely monitored and support from our Behaviour and Pastoral Lead/ SENCo put in place to address their needs.</p>	<p>arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN 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.</p> <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/</p> <p>https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-wellbeing/health-services/</p>	<p>SENd CoP 6.79 bullet 13</p> <p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>17. Where can I get information, advice and support?</p>	
<p>Key contacts in Wallands Community School:</p> <ul style="list-style-type: none"> • Your first point of contact should be your child's class teacher (who 	<p>CoP 6.81 re local offer</p>

<p>can be contacted via the school office or email)</p> <ul style="list-style-type: none"> • SENCo, Julie Mortimer (01273 472776, jmortimer@wallandscp.e-sussex.sch.uk) • Behaviour and Pastoral Lead, Marian Newman (via school office) • Deputy headteacher, Fiona Large (01273 472776, flarge@wallandscp.e-sussex.sch.uk) • Headteacher, Debbie Collis (01273 472776, head@wallandscp.e-sussex.sch.uk) • Chair of Governors, Noah Curthoys (via school office) • SEN Governor, Noah Curthoys • School Office Team (01273 472776) <p>The support available from East Sussex County Council is included in the 'local offer' on their website: www.eastsussex.gov.uk/localoffer</p> <p>Our Parent information Contact at Wallands is : Caroline Peck</p> <p>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 is available via a phone line: 0345 60 80 192. More information can be found on the website as the support services have changed this year: www.eastsussex.gov.uk/sendadvice</p>	<p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>We hope to encourage a warm and open relationship with parents and carers to encourage all parties to communicate early on if there are any issues arising. If you have any concerns please contact the Headteacher, Debbie Collis, or SENCo, Julie Mortimer, to arrange a meeting. However, if you feel your concerns are not satisfactorily resolved please refer to our school Complaints Policy which is available on our website (http://wallandsschool.org)</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>