Special Educational Needs Information Report

Hellingly Community Primary School 2026-2027

At Hellingly Community Primary School the Code of practice is our floor not our ceiling. All children are entitled to quality first teaching. Children's barriers are identified, understood and teaching is differentiated and personalised to meet individual needs. We have high aspirations for all our children to reach or exceed their full potential.

1. About this report	Referenced in law and guidance
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 www.eastsussex.gov.uk This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: • Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities • The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. We will review this report every year and will involve pupils and parents through questionnaires and meetings with pupils and parents. If you want to give us your views about the report, please contact the school office.	SEND CoP 6.81

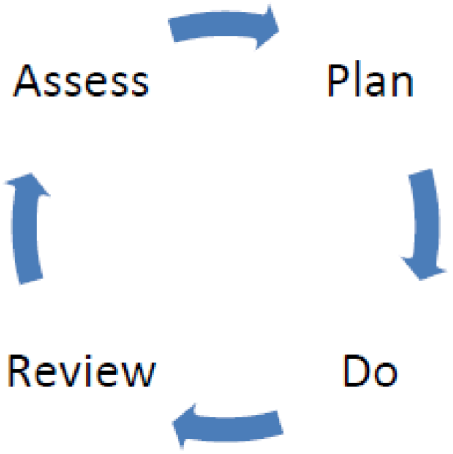
2. Who do I contact? Their Roles and Responsibilities	
If you are thinking of applying for a place, contact the school office on **01323 844346** and speak to member of staff in the office to arrange a meeting with the schools Inclusion Lead. If your child is already at the school, you should talk to the child's Class Teacher. **Mrs Carolyn Andrews is the Inclusion Lead at Hellingly Community Primary School** How to Contact: Through the school office Best time to contact: Monday to Thursday **Roles and Responsibilities** **The Inclusion Lead** They will: o Work with the Head of School and SEN governor to determine the strategic development of the SEN policy and provision in the school o Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans o Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching o Advise on the graduated approach to providing SEN support o Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively o Be the point of contact for external agencies, especially the local authority and its support services o Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned o Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements o Ensure the school keeps the records of all pupils with SEN up to date **The SEN governor** The SEN governor will: o Help to raise awareness of SEN issues at governing board meetings o Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this o Work with the Head of School and Inclusion Lead to determine the strategic development of the SEN policy and provision in the school **The Head of School** The Head of School will:	SEND CoP 6.79 bullet 5

○ Work with the Inclusion Lead and SEN governor to determine the strategic development of the SEN policy and provision in the school ○ Have overall responsibility for the provision and progress of learners with SEN and/or a disability **Class teachers** Each class teacher is responsible for: ○ The progress and development of every pupil in their class ○ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching ○ Working with the Inclusion Lead to review each pupil's progress and development and decide on any changes to provision ○ Ensuring they follow this SEN policy	
3. Which children does the school provide for?	
We are a small, mainstream Primary School. We admit pupils from age 4 to 11. Hellingly Community Primary School is an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs. ● Hellingly Community Primary School admissions policy ● school admissions - East Sussex.gov.uk ● contact Information for Families for admissions advice 0345 60 80 192	SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for
4. Summary of how the school meets the needs of children with SEN and disabilities	
Our School believes that all children are entitled to a broad and balanced curriculum. We agree that some children need increased support to access learning. This may be because: A) they have a significantly greater difficulty in learning than the majority of the children of the same age; B) they have a disability that impacts on them being able to access and benefit from the educational opportunities generally enjoyed by children of the same age. We will make our best endeavours to remove barriers to achievement by ensuring that every child experiences quality teaching. We monitor and track progress of all children so that the support provided is effective. We	SEND CoP 6.79 bullet 5

always work in partnership with parents and carers and, where necessary, seek support and advice from specialists outside school.

We monitor children's progress
Through rigorous monitoring we are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. For other children difficulties become evident only as they develop. When it is decided to provide a pupil with SEN support the decision will be recorded in our school records and we will formally notify the child's parents. We are required to gather 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 SEN information report.

A Graduated Approach to SEN Support



SEN support takes the form of a five part cycle: assess, plan/ record, deliver, monitor and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Assess
'Pupil Progress' meetings seek to identify pupils making less than expected progress given their age and individual circumstances.
Less than expected progress would be reflected in the following ways:
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
We may involve specialists to advice on early identification of SEN and effective support and interventions.

Plan

SEND CoP 6.80 re looked after children

The first response should include high quality teaching targeted at their areas of additional need. 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' **Do** 'Teachers are responsible and accountable for the progress and development of the pupils in their class.' We deliver high quality teaching that is differentiated to meet the individual needs of the pupil. **Review** The impact of any adjustments is reviewed. If appropriate further advice and guidance is sought. For some children this will involve support in addition to differentiated classroom teaching, sometimes including advice from other agencies. If the 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 support plan 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 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. This can include a significantly greater difficulty in learning than the majority of others of the same age, or disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. 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.	SEND CoP 6.79 bullet 5

- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We will assess each pupil's current skills and level of attainment on entry to the school. We will 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 need.

In identifying a child as needing SEN support, the class teacher, working with the Inclusion Lead, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

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.

We assess each pupil's skills and level of attainment when they move through school. How children are assessed varies at different points in the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) will speak with the pupil, parents/ carers and the teaching team. The information will inform a decision as to which SEN needs a child needs supporting with and which additional provision or adjustments can be made to support learning and wellbeing.

Children are assessed against Early Years Framework and the National Curriculum. In addition further diagnostic screening can be used to identify an area of need. Targeted support, in the form of adjustments or planned interventions, are recorded on the child's Individual Learning Plan and the school's provision map. We will 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 consulted in any decision to involve specialists. A small number of children have more detailed plans. Additional Needs Plans will be written for children when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. These children are likely to be receiving support from other agencies. When needs are complex and despite taking relevant and purposeful action to support the child and when the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by the school or by parents. 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 Special Educational Needs using the Additional Needs Plan. 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. 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 SEN information report.	
6. How does the school teach and support children with SEN?	
A parent or carer may raise a concern with a teacher. The teacher will discuss what outcomes a parent is hoping for their child. A parent may also contact the	SEND CoP 6.79 bullet 7 The approach to teaching

SENCo directly. Where a teacher has a concern or would like to access guidance they will arrange to speak with the SENCO. Hellingly staff use the: assess, plan, do and review model to ensure teaching matches pupil's needs and so we know if the interventions we have organised are making a difference. **We support English and maths** Strategies and interventions are in place to support English and maths. Teachers and teaching assistants make sure the classroom is a language rich environment with well-organised wall displays to support learning in all areas of the curriculum. Teaching Assistant's work to support the teacher to deliver differentiated learning, small group teaching or interventions. Teaching assistants may support children with specific learning needs with pre and post-teaching activities in small groups. At Hellingly we make use of interventions such as Jump Ahead, Sensory Circuits, Rapid Reading, SNIP for spelling and Clicker Writer. **We support speech and language development** At Hellingly we recognise the importance of supporting speech and language development, particularly in the early years. Support staff are trained to provide specific support and interventions, such as; Phonics,, speech link, language link, nurture groups, social skills groups and through the use of Social Stories. We currently use Speech and Language Link to assess children and if needed specific programmes are set up to deliver by a Teaching Assistant. If this does not provide sufficient impact or cannot address the child's needs will refer to the Speech and Language therapists or CLASS for support and guidance. **We promote positive behaviour** Our behaviour policy describes the high standards of behaviour and conduct expected in school using the Therapeutic Thinking Approach. In each class there are shared values displayed. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focus on the learning. Where difficult situations have occurred, staff talk calmly through the event with a child, helping to identify what went wrong and what actions could be taken if a similar situation happens again. **We support children's emotional well-being** **At transition** The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree	children and young people with SEN

with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

Emotional well-being is supported by making sure that the children who find "change" difficult are well prepared for any changes or transitions. We may prepare specific resources such as "transition books" and/or support children in small groups or on a 1:1 basis as appropriate. This is particularly important at the end of Year 6.

Details of our Nurture provision can be found in section 15.

We support children during unstructured parts of the day
Lunch and playtimes are staffed to ensure safe adult to child ratios. There is a range of equipment available and different activities are led by staff. Specific interventions for children with additional needs include having a named member of staff for support, being guided to specific area or activities. Some children who find the playground particularly difficult can be part of the "Lunchtime Art Club" to promote friendships.

We support children's medical needs
Hellingly is a single storey building with three static classrooms. The school has some adaptations such as ramps and a toilet with disabled access . Our Inclusion Lead coordinates the information and support in children's Health Care Plans and has oversight of first aid.

As a school we write Health Care Plans with parents and carers and the relevant health professionals.

In school we have a medical room for use by children and adults who are hurt or unwell. Medicines are stored safely in the school office. There is a team of staff who are first aid trained, a number of which are able to administer medicines to children as directed by parents and carers.

Monitoring Cycle
The Senior Leadership Team, which includes the SENCO, regularly observe teaching, providing feedback and training to enable staff to develop and refresh their skills. The school holds termly pupil progress meetings with teachers, to help focus where this support is needed. This process informs the' assess, plan, do review' cycle.

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

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. We adapt the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. 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) through Structured Conversations held three times a year. The curriculum will be adapted to your child's needs through:- o carefully planned activities, tailored to individual needs o suitable grouping of children according to needs and abilities o specialist resources which enable better access to the curriculum e.g. IT programmes, published programmes, specialist reading schemes etc o specialist equipment which enables better access to the curriculum such as writing slopes, pencil grips, seating, coloured rulers etc. o teaching assistant support as needed o advice supplied by outside support agencies e.g. Speech and Language Support Service, ISEND and Educational Psychologist . o Teaching and Learning Policy Parents will find information on the curriculum coverage for each year group on the class pages of our website.	SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN
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 carers. We will: o Have regard to the views, wishes and feelings of parents. o Provide parents with the information and support necessary to enable full participation in decision making. o Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. o Meet with the parents of children at least three times each year through Structured Conversations o Provide opportunities for parents to contribute children' Individual Learning Plans and outcomes o Provide an annual report for parents on their child's progress. Each child has an Additional Needs Plan which identifies Pupil Voice and provides short term outcomes for the child and additional provision in and out of class.	SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing

The Additional Needs Plan (ANP) and interventions are reviewed by the class teacher three times a year. They are shared with parents and their views are recorded. Parents have the opportunity to discuss their child's progress at meetings held three times a year and by making an appointment with the Class teacher or Inclusion Lead.

A few children or young people who are falling behind or making inadequate progress may need extra, targeted school based support additional to and different from what is normally available.

Children with Education, Health and Care plans also have an annual review which forms one of the three reviews through the year.

The purpose of working closely with parents and carers is to have a shared focus on outcomes e.g. Support is planned in order to help children and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.

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

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

Children's involvement in reviewing their progress and contributing towards the planning of their support is fundamental to ensuring the child makes good progress. This allows for a child centred approach to planning their support.

The table below summarises opportunities children have to talk about their learning.

	Who's involved?	How often?
Self-assessment	Pupil, class teacher	Daily
Additional Needs Plan	Class teacher, Pupil and parent	3 x year
School Council	Class, class teacher, SLT	Termly
Pupil Voice	Pupil and Pastoral leader	At least once a year
Structured Conversations	Pupil, parents, class teacher supported by SENCO	At least three times a year
Annual reviews for EHCP	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?	
We recognise that transitions can be difficult for a child with special educational needs and take steps to ensure that any transition is a smooth as possible. **If you child is transferring from pre-school into the Reception class we:** o gather information from your child's pre-school and special 'transition meetings' which include parents are arranged for those children transferring from pre-school who have significant needs. Parents are included in this meeting o arrange home visits for those children starting Reception class who have significant needs o arrange for the Reception class teacher to visit the feeder pre-school and talk to your child's key worker o consult with other people who have been involved with your child's education such as a speech and language therapist, the Early Years Help Service or Educational Psychologist o listen to what you have to say about your child and how best to help him/her settle into Reception class o arrange extra visits to the school/classroom if appropriate o arrange part-time admission in the first instance if thought to be appropriate o prepare any specialist resources prior to starting school. o put in place transition support if pupil transferring from another school (e.g. half way through the school year) to any year group in our school. o In school transition arrangements from class to class/key stage 1 to key stage 2 **If your child is moving to another school we:-** o ensure all records are passed on to the new school o make contact with your child's new school and talk to the SENCO and class teacher about how best to ensure a smooth transition o authorise your child's absence should you want him/her to enjoy a 'taster' day at his/her new school. **If your child is transferring to secondary school we:** o ensure all records are passed on to the new school o make contact with key staff at the secondary school (eg SENCO, head of year, head of pastoral care etc) and talk to them about how best to ensure a smooth transition o ensure your child takes part in the secondary school transfer programme and arrange extra visits to the school if appropriate o make/prepare any specialist resources prior to starting school such as photograph books, social stories etc	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 and participation in society

o try to arrange any EHCP review meetings during Term4/5 prior to secondary transfer (in April/May) and invite colleagues from the secondary school to join us for the meeting.	
11. What training does school staff have?	
We have a programme of training and support for staff based on the needs of the pupils within the school and linked to the schools development plan. Staff attend more individualised training if they are supporting a pupil with a specific need. The Inclusion Lead, class teachers and/or teaching assistants have attended a variety of training courses recently including: o adaptation of the curriculum, which means adapting work to meet the individual needs of each child o Safeguarding and child protection o Rapid Reading o Sensory Circuit training o Therapeutic Thinking The Inclusion Lead has been awarded Postgraduate Certificate Special Educational Needs and Disability (National Award for SEN Coordination) 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. The School Development Plan (SDP) is reviewed and written annually by the Senior Leadership Team and Governors. Continuous Professional Development (CPD) is planned and delivered against whole school priorities via INSET days, twilight meetings and staff meetings Individuals are also sent on courses to increase our capacity to deliver against the SDP. The CPD delivered reported to governors termly. The SDP drives the curriculum action plans. All staff are trained for supporting our safeguarding duties. Staff have regular staff training to develop skills to support pupils special educational needs, staff meetings or training provided by outside providers. Our teachers and support staff are trained in positive handling of pupils, on a rolling programme. Our teaching assistants and other specialist staff are trained to match the needs of the children they support. For example medical needs, supporting children with autism or how to deliver interventions. This might be in school or by being supported in role. We have a wide range of training available to us from local special schools, outside agencies and East Sussex County Council.	SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

East Sussex County Council training for schools- czone.eastsussex.gov.uk Inclusion Development Programme- idponline.org.uk Advanced training materials- advanced-training.org.uk	
12. How does the school measure how well it teaches and supports children with SEN?	
We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/ Ofsted report June 2021 *Pupils with special educational needs and/or disabilities (SEND) benefit from carefully and thoughtfully planned activities. Knowledgeable, well-trained teaching assistants work creatively with pupils. This results in these pupils getting what they need to learn and achieve well. For example, pupils who find it difficult to concentrate and access their learning benefit from using sensory circuit equipment. The recent addition of the nurture room provides a calm environment for those pupils who need extra support. Wherever possible, pupils with SEND benefit from learning alongside their friends in class. This works well because teachers have excellent knowledge about pupils with SEND and how to meet their learning needs successfully.*	SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN
13. How accessible is the school and how does the school arrange equipment or facilities children need?	
○ The school site has wheelchair access to the main building and all outdoor classrooms have a ramp. ○ We have a disabled toilet suitable for wheelchair use ○ Visual timetables are used in all classrooms ○ After-school clubs are accessible to all children ○ We have access to a variety of support services who are able to advise on different needs and any associated difficulties with access arrangements	Section 69 Children and Families Act 2014

The Equalities Act states all schools should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx The Equality Policy for Hellingly School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. (i)The steps taken to prevent disabled pupils from being treated less favourably than other pupils are set out in our equalities policy; (ii)The facilities provided to assist access to the school by disabled pupils range from making the two story building accessible to ensuring hazards removed or highlighted so children with visual impairments can be safe. The SENCO undertakes sensory checks of classrooms and East Sussex specialist advisors also provide guidance. These are examples of actions that contribute to our accessibility plan so our pupils are not just coping but are comfortable in their learning. (iii)The accessibility plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 is available here: http://www.grovelands-school.co.uk/statutory-information/1/policies Supporting pupils with medical conditions (guidance-https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) We can get information on how you will arrange equipment for those who need it from East Sussex County Council. Supporting Pupils with Medical Conditions Policy (Link to Policies page) Accessibility Plan (Link to Policies page)	

14. How are children included in activities with other children, including school trips?	
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. 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. School's equalities plan can be found here: Risk assessments are carried out for educational and residential visits and adjustments are made where required. Where appropriate, the Risk assessment would include a meeting with parents as well as taking into account any advice from other services involved with the child. On some occasions, an individual staff member may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. Please see Schools Accessibility Plan (Link to Policies page of website)	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
15. What support is there for children's overall well-being and their emotional, mental and social development?	
We are an inclusive school. We have a caring and dedicated staff team who ensure that all children are happy and work to the very best of their ability. In addition, your child will be supported through: o a range of nurture groups including social skills and friendship groups o the provision of a lunchtime Art Club for those children who are vulnerable at lunchtime and playtimes o a comprehensive behaviour policy which encourages and rewards positive behaviour o a zero tolerance approach to bullying and a robust anti-bullying policy which sets out clear procedures for managing any incidents of bullying behaviours enabling all pupils to feel safe o the use of Pupil Voice – an activity which seeks the views of pupils regarding schooling o access to outside services such as the School Health Service, Education Division, Educational Psychology Service, CAMHS etc o Online Safety policy o Follow E Sussex safety procedures o Nurture support delivering targeted support for children	SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to

who have emotional and mental health difficulties through nurture provision. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN. We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review. Children with SEND are safeguarded, including protection from bullying and support with relationships. The school may work with other services to support children, e.g. Education Division for Inclusion, CLASS), Child and Adolescent Mental Health Services, Early Help services Link to policies: Special Educational Needs Policy Behaviour Policy Anti-Bullying Policy Child Protection and Safeguarding Supporting pupils with medical conditions.	prevent bullying
16. What specialist services does the school use to support children and their families?	
Currently we have teachers and teaching assistants with training or specialist knowledge in o autistic spectrum disorder o sensory needs o Emotional Regulation and Zones of Regulation In addition, if a pupil's needs meet set criteria the school can access support from outside services, such as: o Educational Psychologist Service (EPS) o Communication, Learning and Autism Support Service (CLASS) o Speech and Language Therapy (SALT) o Child and Adolescent Mental Health Service (CAMHS). o Education Division o CITES o Early Years Service	SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and

○ School Health Service ○ Service for Children with Sensory Needs ○ Mental Health Support Team (Me and My Mind) ○ English as an Additional Language service (EALS) 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. https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/ https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/	young people's SEN and supporting their families
16. Where can I get information, advice and support?	
The 'local offer' on the internet www.eastsussex.gov.uk/localoffer **Parent information contact at school** School Office 01323 844346 *https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/)* **School Inclusion Lead** Mrs Carolyn Andrews Contact via the School Office Best time to contact Monday to Thursday **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	CoP 6.81 re local offer Children and Families Act regulation 51, schedule 1 (11)- re advice
18. What do I do if I am not happy or if I want to complain?	
In conclusion, at Hellingly Community Primary School we aim to do our best to support all pupils, if however there are any complaints we aim to deal with them	SEND CoP 6.79 bullet 14

quickly and efficiently to present an early resolution. If necessary, advice will be sought from the LA. The procedure for complaints is as follows: ● Contact the class teacher ● Discuss concerns with the Inclusion Lead ● Discuss with the Head of School If the outcome is unsatisfactory: ● Write a formal complaint to the school governing body ● Write a formal complaint to the LA. (at this point most complaints are settled by an independent arbiter) ● Appeal to the SEN tribunal **Contact Person responsible for SEN:** Mrs C Andrews Inclusion Lead and Deputy Headteacher. Contact Phone: 01323 844346 East Sussex Authority Local Offer; General information and Forms and Guidance can all be found here: https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds Information for Families: www.eastsussex.gov.uk/informationforfamilies If you are still not satisfied you should: Write to the Secretary of State for Education & Skills, or the local Government Ombudsman.	Arrangements for handling complaints from parents of children with SEN about the provision made at the school