Special Educational Needs and Disability Information Report and Policy 2026-27

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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. It is shown on our school website and in the 'local offer' on www.eastsussex.gov.uk. More information is available in our School SEND policy which 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: Gareth Harkin

Date……

Our 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 SEN 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

1. Inclusion: A Whole School Approach

We are an inclusive school committed to the equal inclusion of all pupils in all areas of school life. We recognise the diversity of our children's needs and experience and are committed to ensuring that all children have access to the same high quality teaching and learning experiences and make good progress from their different starting points.

We work hard to make sure that all our pupils have the opportunity to thrive.



All pupils have access to an exciting, broad and balanced curriculum which ensures creativity is at the heart of topic planning. Our curriculum topics are based on developing pupils' awareness of how they learn best as individuals and build on the school's vision of 'Inspiring Learning for Life'.

The emphasis is on developing skills through first hand experiences and existing knowledge, understanding learning in practical and relevant contexts and fostering a growth mind-set approach.

All teaching is further underpinned by our holistic approach, supporting the physical, social and emotional wellbeing of all pupils, through teaching interwoven across the curriculum.

At Laughton we recognise tand celebrate neurodiversity. We understand that children learn, communicate and engage with the world in different ways. We strive to create an environment where differences are understood, respected and supported, enabling every child to participate fully in school life.

At Laughton we are all teachers of children with SEN and high Quality First Teaching and Universal Provision are the basis of our support for children with additional learning needs. When needed there may be additional intervention.

Quality First Teaching means teaching which uses inclusive strategies as day to day practice. It means that learning begins from each pupil's own starting point and builds from there. This means that the teacher has the highest possible expectations for your child and all pupils in their class and means that tasks are delivered using a personalised and scaffolded approach for pupils.

At times the teacher may direct a class-based teaching assistant to work with your child as part of normal working practice. Differentiated or personlised activities and different ways of presenting information are in place so that your child is fully involved in learning in class.

Your child's teacher will carefully check on your child's progress and may decide that gaps in their understanding/learning require some extra support to help them make the best possible progress. All children in school may access this support as part of excellent classroom practice.

All staff (teachers and teaching assistants) are supported to respond to a range of needs in class through regular training and professional development opportunities throughout the school year.

All teachers and support staff are part of the performance management cycle which is overseen by the Senior Leadership Team and Governing Body.

The National curriculum is used to guide the content of the children's learning during their time at Laughton and is at the heart of planning for teaching and learning.

Children's learning is based on a termly topic and this will include several curriculum areas, based around a rich, high quality text. Topics are planned for every term and the core skills of English, Maths and Science are taught consistently throughout each year group.

We are a community primary school. We admit 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.



- Laughton Primary School Admissions Policy
- School admissions in the ESCC website: East Sussex.gov.uk
- Or contact the Information for Families team for admissions advice on 0345 60 80 192

2. Universally Available Provision at Laughton

At Laughton we follow East Sussex's approach of Universally Available Provision (UAP). These are the inclusive strategies and approaches available to all children, whether or not they have an identified special educational need. Universal provision forms the foundation of our provision and supports children to belong, participate, achieve and flourish within our school community.

Communication and Interaction

We support communication by:

- using visual timetables and visual supports;
- pre-teaching key vocabulary;
- breaking instructions into smaller steps;
- allowing additional processing time;
- using communication-friendly classrooms and resources.

Cognition and Learning

We support learning through:

- adaptive teaching;
- explicit instruction and modelling;
- retrieval practice and overlearning;
- scaffolding through visuals, word banks and checklists;
- a range of recording methods including technology where appropriate.

Social, Emotional and Mental Health

We support wellbeing through:

- nurturing and supportive relationships;
- therapeutic and restorative approaches;
- emotional regulation strategies;
- predictable routines;
- opportunities for pupil voice and participation.

Sensory and Physical Needs

We believe parents and carers are key partners in their child's education. We work collaboratively with families and seek children's views when planning support and reviewing provision.

These approaches form part of Quality First Teaching and benefit all learners, including those with identified SEND.
Where a child requires support that is additional to or different from this universal provision, the school follows the graduated approach of Assess, Plan, Do, Review.
The Universally Available Provision reflects East Sussex County Council's expectations for inclusive practice and is available to all pupils regardless of whether they are identified as having SEND.

More information can be found here: East Sussex UAP.

Level	Provision
Universal	High quality inclusive teaching for all

Provision	
Targeted Provision	Small group interventions and focused support
Specialist Provision	Individualised support involving SEND plans, external agencies and EHCPs where appropriate

3. **How do we teach and support children?**

- Our teachers provide high quality lessons 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 we talk to you 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.

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

- We do what is needed to support children to settle into the school environment, join in, develop, learn, and achieve the best possible outcomes
- A broad and balanced curriculum is on offer to all pupils at Laughton. Teachers plan lessons that are adapted and accessible to meet the needs of all learners.
- Teaching assistants work closely with class teachers and provide feedback to inform future planning and support.

  High quality teaching is the foundation of our provision for all pupils. Teachers take account of individual strengths, needs and learning preferences when planning lessons and adapt teaching, resources and outcomes appropriately.



- Lessons and support plans are devised to address potential areas of difficulty. Teachers take account of the needs and different learning styles of each individual and differentiate tasks and materials appropriately.

Examples of classroom adaptations and reasonable adjustments may include:

- visual timetables and visual prompts
- breaking learning into smaller steps
- pre-teaching and revisiting key vocabulary
- additional processing and thinking time
- adapted instructions and modelling
- flexible grouping arrangements
- writing frames, word banks and scaffolded resources
- alternative methods of recording work
- access to assistive technology where appropriate
- sensory resources, movement breaks and quiet workspaces
- personalised strategies to support attention, emotional regulation and independence

- Teachers regularly track and assess the children and termly 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 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. If needed the school will talk to parents about seeking specialist advice. There are regular meetings to monitor the impact of interventions and SEN provision.

- Further specific support may also be provided through an Additional Needs Plan. This means your child will have been identified by the class teacher and SENDCO as needing a high level of support to meet their needs. For a very few children with very significant and complex needs an Education, Health and Care Plan (EHCP) may be appropriate.

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

- 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.
- We encourage children to follow our Laughton Golden Rules and encourage all children to foster a 'Growth Mindset', developing skills such as resilience, collaboration and curiosity, linked to our school vision - 'Inspiring Learning for Life'.
- The class teacher has responsibility for the overall 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 RSE (Relationships and Sex Education) curriculum, Thrive and Therapeutic Thinking approaches, nurture groups, social skills and friendship groups, Year 6 Buddies

for all new reception children, Pupil Voice activities (which help children to express their feelings), whole school, class and individual behaviour rewards (pupil points and certificates) and, when needed, sanctions.

- Our Attendance Bear is awarded weekly to the class with the best attendance.
- We recognise that some pupils, particularly those with SEND or social, emotional and mental health needs, may experience barriers to attendance. We work closely with families and external agencies where appropriate to identify needs and implement supportive strategies, including transition support, emotional wellbeing provision and reasonable adjustments where required.
- 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 you will need to speak to the SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan, and seeking advice or training from medical specialists.
- 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 a child needs a 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, Head of School or Executive 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).
- Some children benefit from the support offered by Judy Yeomans (play therapist) who is at school one day a week and works with focused individuals and small groups. 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.
- If necessary the school can refer individual children to the Educational Psychology Service, the Children and Adult Mental Health Service and Early Help Key Work Service.

More information is available on the school website:

- Behaviour and Discipline
- Anti-bullying
- Safeguarding
- Supporting pupils with medical conditions

6. **What should I do if my child already has an identified special need or disability 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 please 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.

7. 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.
- Please contact our Special Needs Co-ordinator (SENDCo), Sophie Levey, if you still have concerns.

Our SENDCo, Sophie Levey, has day-to-day responsibility for inclusion and SEND and co-ordinates any specific provision made to support individual pupils with SEND, including those who have Education Health Care plans (EHCPs).



Our SENDCo provides professional guidance to colleagues and works closely with staff, parents and other professionals and agencies. Our SENDCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching. She works at the school one day a week; usually on a Thursday.

The school is in the process of developing a flow diagram to help explain the process of identifying and responding to children's needs, which will be sent out to parents and carers and displayed on the school website.

8. How do we identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that they can make the best possible progress.

A pupil has SEN if their learning difficulty or disability means that special educational provision is needed so that they can progress. That is provision which is different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.
  Universal sensory strategies may include movement breaks, sensory equipment, alternative seating, access to quiet spaces and adapted classroom environments where appropriate.

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

Identifying need through assessing progress

We assess all children on starting at school. Exactly what we assess will depend on the child's age and level of attainment as they start at school. We make regular assessments of progress for all pupils. This helps us to identify pupils making less than expected progress. 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.



Our 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. This may include a review of UAP and further adaptive teaching strategies.
Any child identified in this way will be closely monitored to see what impact targeted teaching is having. Teaching assistants will help in this.

If a pupil continues to struggle to make progress in their learning, the class teacher, working with the SENDCo, may consider whether a child should be identified as needing SEN support.

A clear analysis of the pupil's needs is 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. Difficult family circumstances, varying rates of cognitive development or a child's interest in a subject, as well as their preferred learning style, may all have an impact on children's learning.

Attainment in line with their year group does not necessarily mean that there is no learning difficulty or disability as a child might have the potential to do better than they currently are. 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 to having English as an additional language are not considered to be a sign of SEN. Language development is monitored over time in order that special educational needs, if they are present, can be observed, thought about 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 help identify both the possible reasons for the difficulties being observed and the most appropriate forms of support.

Listening to and informing parents

For some children, SEN can be identified at an early age. 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. We listen and understand when parents or carers express concerns about their child's development. We also listen and address any concerns raised by children themselves.

If it is decided that a child needs SEN support the decision will be recorded in school records. Parents and carers are always part of this decision. 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. This information is presented anonymously to protect your child's privacy.

Additional Needs Plans

When a pupil needs provision that is additional to or different from what is normally available to pupils, we will write an Additional Needs Plan. This draws together information about the child's strengths and difficulties, together with views of the parent(s)/ carer(s) and support of any professionals involved in supporting the child.



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. For the most children with SEN Support plans this will happen three times a year but can 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 action to identify, assess and meet the child's needs, they have not made expected progress, we will consider whether to request an Education, Health and Care assessment. This request can be made by the school or by parents.

Deciding whether to apply for an Education Health Care needs assessment

For some children with the most complex needs we may ask the Local Authority to consider an EHC needs assessment. Nationally, only 5 % of children and young people have an EHC plan. The Local Authority look closely at the measures already being taken by the school to meet the child's needs and whether they feel additional provision is needed to support progress. 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 and their parents, and will take account of their views, wishes and feelings. The review will focus on the child'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 or carers, a school representative, a local authority SEN officer will be invited. In addition, other professionals associated with the child may be invited, eg. 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.

8. How do we support our children with additional needs?

The progress of all children is discussed at our termly Pupil Progress Meetings and provision for children who need a higher level of support to make progress is reviewed and adjusted as needed. An Additional Needs Plan, co-written with parents, is an option for children who are not making progress with Quality First Teaching and provision that is normally available in the classroom. Children with Additional Needs Plans 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 our differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our children.



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. We are all teachers of children with SEND.

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

Plan: The class teacher plans interventions children need to support progress. They may ask for advice and guidance from the SENDCO. Interventions are discussed at Pupil Progress Meetings.

Do: Quality First Teaching is the foundation stone for progress for all children, including children with SEN. 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 trained in supporting children with SEND.

Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an on-going process. We meet together at the 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 having an impact, we discuss alternative provision and/or involve external agencies in providing advice. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

If a child with SEN 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 Additional Needs Plan and will involve parents and carers as well as foster carers or social workers in discussions.

9. **How accessible is the school and how do we arrange equipment or facilities children need?**

Our school was built well over 150 years ago, but building work means that access to most of our school is good. All the classrooms are on the ground floor and there is an individual toilet and shower with wide door access. Access to most areas of the school, including the playground, field and sensory garden, is good.



We are working to make our school as accessible as possible and have sound echo and reverberation reduction panels in our hall.

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, Laughton 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 equally.

We currently communicate with parents and carers in direct conversation, phone, letter and email. We ask 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 **Equalities Policy and Accessibility Plan** that are available on our website.

10. **Are all children included in all activities, 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 on our website.

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

Every year our Leadership team identify priorities for development as part of the School Improvement Plan, including reviewing support for children with SEND.

The quality of teaching for pupils of SEND 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 children 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.

Staff have attended a wide variety of courses, including Supporting SEND in the Classroom, Autism, Dyslexia, Sensory Circuits, Thrive and Attachment.

This school year we will focus on Neurodiversity with focused training on managing demand avoidant behaviour. We will also have training on effective early intervention.

- All our teachers are qualified teachers
- Our booster groups are run by qualified teachers.
- Our SENDCo is a qualified teacher, with many years of experience in a number of schools. She is an accredited Dyslexia teacher.

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

How are parents and carers 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 the school works in close partnership with you and maintains 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 carers can 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 and carers to attend parent's evenings three times a year.

- If a child is identified as needing an Additional Needs Plan parents or carers will be involved in helping the school to create this and then in reviewing targets at SEN Support review meetings, three times a year, or more often if either parent/ carers or the SENDCo feel this would be beneficial. For children with an EHC Plan, the Annual Review may either be included as one of the three meetings or arranged as an additional meeting.

- We will provide parents and carers with the information and support necessary to enable them to play a full part in decision making.

- All parents and carers 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/carer helpers are welcomed into the classroom.

- There is an active parent/carer group 'Friends of Laughton' supporting the school by raising funds and organising events.

- There are regular 'parent/carer forums' at school where parents are invited to share their opinions and ideas.

- We run parent/carer workshops to explore issues around inclusion. All are welcome.

- The school supports the active parent/carer Whatsapp SEN support group.

- Parents are given opportunities to develop an understanding of the curriculum through workshops organised by the school.

- Children in Underwater and Bugs Class have either a reading diary or communication book, which can also be used as a home/school book. However, any child who either the parent or school feels needs extra communications may have a home / school book.

- All parents receive an end of year report in July.

- Reports from outside agencies are shared and discussed.

- Where at all possible we support parents to help their child 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. ASC 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 use the school's concerns and complaints procedure. Details about this are available from the school office or on the school website.

13. <u>How are children involved in reviewing their progress and planning support?</u>

We are committed to involving children with SEND in decisions about their learning. We will:

- Listen to children and talk with them about their targets and progress.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children's 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's 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, class teacher/ head teacher	As required
Pupil Voice	pupil, SENDCo/ class teacher/ head teacher	At least twice yearly
SEN support review meetings	pupil, parents/carers, class teacher/ SENDCo	At least three times a year
Annual reviews (EHC plans only)	pupil, parents/carers, SENDCo, class teacher/ support services, local authority	Once a year

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

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 Laughton:

- You will be invited to Reception open days, which allow parents and their children to visit on a normal school day.
- Children coming into our Reception Class are invited to join us for taster sessions.

- The Reception teacher may visit the family home or nursery setting and meet with you and your child before starting school.
- We may hold transition meetings with pre-school settings for some families, where your child's special needs have already been identified.
- If your child is transferring to Laughton from another school, we will arrange visits so that your child can meet staff and pupils in advance.

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, photo 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 staff.

On moving on to secondary school:

- Discussions with the new school to make sure things go smoothly for your child.
- Transition visits prior to moving on to secondary school.
- Extra visits to the school if necessary. We may complete a transition pupil voice 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 SENDCo of the secondary school your child will be transferring to 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.



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

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

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 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 from their different starting points. 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 their potential.

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

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our provision.

We also invite parents and carers to provide feedback at meetings, through attending parent/carer forums and through the Ofsted parent view website.

16. **How well do our SEN pupils do?**

Our teacher assessment at the end of the school year 2025-26 indicates that the attainment of our children with SEN is generally weaker than that of their peers, although some children attain in line with their peers in some key curriculum areas. Careful monitoring shows that all children make progress against their individual starting points and are supported to make progress against outcomes identified through graduated process.

Our SEND cohorts are very small. Please talk to our Executive Head teacher, Mrs West or Head of School, Mrs Fuller if you would like to find out more about the progress of our children with SEN.

17. What specialist services are available to support Laughton School pupils and their families?

As part of the cycle of SEN support (assesses, plan, do, review) we will always involve a specialist when a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff.



Parents and carers are always involved in any decision to involve specialists. We may involve specialists at any point to offer advice on early identification of SEN and effective support and interventions.

We work with parents, carers 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, carers 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's Education Division 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 Key Work Service
- Early Years' Service
- Educational Psychology Service
- TASS (Team Around the School and Setting)
- FLESS (Flexible Learning Education Support Service)
- GRT (Gypsy, Roma, Traveller Service)
- SCSN - Service for Children with Sensory Needs
- TEALs (Traveller and English as Additional Language Service)
- Virtual School for Looked After Children

While referrals are usually made by the school, parents and carers are able to make referrals themselves to the Speech and Language Therapy Service, Occupational Therapy, Physiotherapy and Adaptations.

This is done through CITES, the East Sussex Children's Integrated Therapy Service. This can be found at https://www.eastsussexchildren.nhs.uk/

A wide range of excellent advice and support is available here, as well as an on-line self-referral form.

Parents and carers can contact their GP direct about referrals for ASD and ADHD assessments, but many GPs will re-direct them to school.

We would ask any parent or carer thinking of making a referral to talk to our SENCO first.

Some of our staff have undertaken specialist training. These include:

- Thrive and Therapeutic Thinking
- Clicker 8
- Autism, Dyslexia and Communication and Language
- Makaton
- Precision Teaching approach
- Sensory Circuits and Jump Ahead (October 2024)
- Our SENDCo has had training in, and wide experience of, SEN especially children's behavioural and emotional needs.



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

https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/

18. Funding for SEND

The school has an amount identified in our school budget for SEND. This is called the SEND notional budget. This is not a ring-fenced amount. We provide high quality appropriate support from our whole school budget including any resources provided with specific groups of children in mind. The local authority provides additional top-up funding where the cost of the special educational provision agreed to meet the needs of an individual pupil exceeds a prescribed proportion of the SEN budget.

The SEND budget is managed by the Executive 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 an Inclusion Governor who meets with the SENDCo several times a year. The school will use its SEND funding in the most appropriate way to support your child.

In some circumstances parents may request a Personal Budget. A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHCP where the parent is involved in securing that provision.

19. Data Protection

Education Health Care Plans (EHC Plans) will be kept securely so that only those authorised persons have access. EHC Plans will not be disclosed without the consent

of the child's parents, except for specified purposes or in the interests of the child.
See the School's Data Protection Policy for more information.

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

The school:
If your child is already at our school, the class teacher is the first point of contact but parents are also welcome to directly contact the SENDCo, Head or Head of School. All contacts are initially made through the school office:

laughtonoffice@oaktreefederation.co.uk

SENDCo: Sophie Levey, s.levey@oaktreefederation.co.uk

SEND link Governor: tbc, laughtonoffice@oaktreefederation.co.uk

If you are considering applying for a place in this school and your child has special educational needs, then please contact the school to arrange a meeting with a member of our leadership team or our SENDCo, Mrs Levey.

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 on the East Sussex County Council website.

informationforfamilies@eastsussex.gov.uk. www.eastsussex.go.uk/sendadvice

Their phone number is: 0345 60 80 192

The East Sussex SEND 'local offer' tells you about what is available for children with SEN in East Sussex, www.eastsussex.gov.uk/localoffer

21. 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 early on 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.
If you are unhappy about how your concerns are being addressed, you can make a formal complaint as set out in our complaints policy and procedure which is available on our website.

September 2026