



Special Educational Needs and Disabilities (SEND) Information Report 2025-26

1. The kinds of special educational needs for which provision is made at the school

Albourne CE School is a mainstream primary school, educating around 200 children.

Our Ethos: Albourne Primary School is committed to providing an inclusive curriculum for all, regardless of need or ability, which will enable children to flourish. At Albourne School we aim to encourage and develop a secure, safe and happy environment for children to learn. We aim to create an environment which values achievement, celebrates success and places importance on learning in all areas of the curriculum. Every teacher is a teacher of every child, including those with SEND and they ensure that they plan for each child to achieve the best possible outcomes.

Our Aims: To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 September 2014.

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure full access and entitlement to high quality education for pupils with SEND, this education will be broad, balanced and relevant so that they can reach their full potential.
- To identify and assess pupils with SEND as early and thoroughly as possible and to fully involve pupils, parents and staff through a graduated approach of 'assess, plan, do, review'.
- To use a multi-disciplinary approach and to strive for close co-operation between all agencies concerned in a pupil's education.
- To meet the needs of all pupils with SEND by offering educational provision that is aspirational and relevant through the effective use of available resources.

Definition of SEN

Children are classed as having a Special Educational Need if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age. (Section 20 Children and Families Act 2014).

The SEND Code of Practice (2014), details the four areas of Special Need:

Communication and Interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or Physical needs.

2. Information, in relation to mainstream schools, about the school's policies for the identification and assessment of pupils with special educational needs.

- *How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?*
- *How will the school track my child's progress?*
- *How does the school decide when my child is having difficulties in accessing learning?*

Please see the Albourne SEND Policy for further information.

There are a variety of measures we will use to decide if a pupil has SEN:

- If a pupil meets the above definition from the information given by the class teacher and/or SENCo.
- Information provided by the pupil, parent, teacher, outside agency.
- Ongoing assessment and monitoring information provided by the teacher and senior leadership team; this can involve screening and assessment systems in place across the school.
- Transition information handed over by another educational setting.

Where a child is identified as having SEN, Albourne will take action to remove barriers to learning and put effective special educational provision in place.

We will:

- Keep a register of children identified with a Special Educational Need or Disability.
- Provide a record for each individual child on our Special Needs Register including those with an Education, Health and Care Plan (EHCP) or on School Support.
- In line with the SEND Code of Practice (2014), implement a graduated response (assess, plan, do review) to meeting a pupil's SEN.
- Ensure early identification of SEN by supporting Class Teachers in their ongoing formative and summative assessments of children.
- Closely monitor children's progress and put in place targeted interventions where 'sufficient progress' has not been made.
- Use appropriate diagnostic tests as and when necessary.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

a) How the school evaluates the effectiveness of its provision for such pupils.

- *How do I know provision for my child's SEN is effective?*

The quality of our SEND provision is measured through the school's wider systems, processes and criteria for evaluating effective provision, which include:

- Regular Senior Leadership Team (SLT) reviews of staff expertise through classroom observations, discussions with pupils and staff, and learning walks.
- The SLT and Special Educational Needs Co-ordinator (SENCo) track the progress of children on the SEND register.

b) The school's arrangement for assessing and reviewing the progress of pupils with special educational needs;

- ***How will both you and I know how my child is doing and how will you help me to support my child's learning?***
- All pupils on the school's SEND register will have additional provision planned for them. This provision will be recorded on individual provision maps or an Individual Learning Plan ILP, where targets are set and progress is tracked. Provision maps and ILPs are reviewed by class teachers and SENCo termly, and shared with the children and their parents/carers. The SENCo will monitor the quality of provision maps and ILPs across the school.
- Through the school's assessment and monitoring cycle, pupil progress is regularly monitored in consultation with class teachers, the SENCo, parents and pupils. The school records kept to support children with SEND include:
 - Teacher's differentiated planning
 - Class and Individual Provision Maps detailing interventions.
 - Pupil Progress Meeting records
 - Individual Learning Plans (ILPs)
 - Teacher's assessments- children tracked against appropriate year group level.
 - Information on any outside agency involvement
- The effectiveness of any different or additional support or intervention is measured based upon progress towards short term targets recorded on the provision map or ILP. These documents then form the basis of further discussions between the SENCo, class teacher and the Senior Leadership Team in reviewing additional provision.
- A child's class teacher is available to meet with parents in the autumn and spring terms at a formal parents' meeting or by appointment at any point in the term. If a parent continues to have concerns about their child despite raising initial concerns with the teacher, then he/she is welcome to make an appointment to meet the SENCO.
- Parents are given information on their child's learning and how to support them through:
 - year group parents' meetings at the beginning of each new school year
 - termly parent/teacher consultations
 - an annual report on their child's attainment and progress.
- In addition, parents of children on the SEND register are consulted in the use of individual provision maps and ILPs. All parents of children on the SEND register are given a copy of provision for their child once a term by their class teachers.

c) The school's approach to teaching pupils with special educational needs;

- ***How will the school staff support my child?***

The SEND Code of Practice 2014 emphasises that all teachers are responsible for high quality teaching for all pupils with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers use West Sussex Ordinarily Available Inclusive Practice Toolkit to help plan provision .

<https://schools.local-offer.org/inclusion/ordinarily-available-inclusive-practice/>

Teachers are responsible for a child's learning and progress, in partnership with parents.

We provide a graduated approach to SEND support:

- Regular termly pupil progress meetings to monitor achievement and progress including those at risk of underachievement.
- Wave 1: High quality first teaching, differentiated for individual pupils who have or may have SEND in order to overcome barriers to learning.
- Wave 2: In class or small group interventions planned by teachers and led by TAs. Progress is tracked by a class provision map.
- Wave 3: For children identified with a higher level of need, specialist assessments can be made and appropriate outcomes for the child are identified in partnership with parents and any relevant outside agencies through SEN support. Individual children, who are either on the SEN register or at risk of underachievement, have specific targets planned for and recorded on Individual Learning Plans. Progress is monitored through a cycle of ASSESS – PLAN – DO - REVIEW.
- A Child with significant needs may be assessed for an Education, Health Care Plan (EHCP)

Further advice and guidance by the SENCo is available to all teachers and support staff for individual, personalised programmes of support and interventions. Outside agencies can also offer assessment and guidance with a child's SEND.

- ***How will the curriculum be matched to my child's needs? What is the education setting's approach to differentiation and how does that support children?***

Teaching is monitored to ensure all pupils access high quality teaching which takes account of differing needs and offers a differentiated curriculum which ensures that each child is challenged in their learning and is able to achieve success. Differentiated lessons are part of the school's universal provision.

A consistent graduated approach is in place for meeting the needs of all pupils. For pupils with an identified SEND, further individualised support is offered. This may take the form of further differentiation of teaching resources and curriculum outcomes, adapted home learning opportunities, and additional learning resources to support the identified need.

Where a complex SEN is identified, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists.

d) How the school adapts the curriculum and learning environment for pupils with special educational needs

The school's SEND Policy and Accessibility Plan give further detail on how the curriculum and learning environment is adapted for pupils with SEND.

Class Teachers and the SENCo work closely to ensure that the curriculum and learning environment are planned and organised so that children with SEND are included in every aspect of school life. Classrooms are organised to ensure accessibility for pupils with SEND and class topics and themes for learning are chosen to inspire and engage all pupils. Children with SEND are encouraged to voice their views on their education and their school through pupil conferencing and pupil voice sessions. Their feedback helps us to plan future interventions, trips and topics as well as how the physical aspects of the school are improved.

- ***How is the school developing its high quality teaching?***

The School Development Plan identifies developing high quality teaching as a priority within school. The school's senior and middle leaders within school work alongside staff to maintain the quality of teaching and learning through ongoing class observations, book looks and assessment scrutiny. If an area of need is identified then whole school or individual training is put in place for staff.

- ***How does the school adapt the curriculum and learning?***

The SEND Code of Practice: 0-25 Years (2014) requires all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some of the ways in which we provide a highly inclusive curriculum and learning environment are:

- Ensuring all teaching staff including support staff have opportunities for relevant continued professional development relating to SEND.
- Teachers plan differentiated and personalised learning opportunities that allow access and success but ensure challenge.
- Providing teaching resources when required, including specialised equipment.
- Focused teaching opportunities within a smaller group.
- We will make 'reasonable adjustments' to allow fair access for all users of the school, to date some of these adjustments have included:
 - Adjustments to girls' toilets to include a toilet frame
 - Classes moved to appropriate rooms to ensure accessibility for pupils with physical disabilities.
(See Accessibility plan)

- Liaison with all medical and health professionals including school nurse, community nurses, CAMHS, physiotherapists, occupational therapists, speech therapists for advice relating to access to the mainstream curriculum.

e) additional support for learning that is available to pupils with special educational needs:

- ***How is the decision made about the type and how much support my child will receive?***

Decisions made about additional support are based upon the 'assess, plan, do, review' cycle of the graduated response for SEND support (Code of Practise 2014, SEND policy). This involves parents and pupils who are encouraged to contribute to this process through meetings with class teachers, the SENCO and outside agencies if relevant. ILPs and provision maps are regularly shared with parents and pupils.

- ***How will my child be included in activities outside the school classroom including school trips?***

Pupils have access to opportunities for school clubs, trips and a residential in Year 6. All pupils with SEND will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.

The member of staff responsible for the planned club, trip or residential will complete a risk assessment for the organised activity and as part of this plan will identify children with SEND that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given.

F) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

- ***What support will there be for my child's overall well-being?***

Teachers are responsible for the day to day pastoral care of all pupils in their care. If the well-being of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless there is a safeguarding concern that may put the pupil in danger.

If there is a child protection concern raised about a child then the Designated Officer for Child Protection, Ms Fiona Keeling or Deputy Designated Officer, Mrs Claire Atkins and Ms Nargis Miah will act upon the concern following the school's Child Protection and Safeguarding Policy.

The school's trained Learning Mentor is able to offer support to pupils with emotional, mental or social needs. Class Teachers or other members of staff can refer a child for Learning Mentor Support. If a parent would like their child to access Learning Mentor time then they should speak to their child's class teacher in the first instance.

- ***What support is there for behaviour?***

Please see School Positive Behaviour Policy for further information.

Certain members of staff have accessed Team Teach training and are able to use de-escalation techniques with pupils.

We are able to seek support for pupils with challenging behaviour through various outside agencies e.g. West Sussex Learning and Behaviour Team, the Alternative Provision College and the Fair Access Team.

- ***How does the school manage the administration of medicines and providing personal care?***

Mrs Marilyn Goodwin leads the support for children with medical needs.

If a child has complex medical needs the school will organise and write a Health Care Plan for the pupil.

If a child needs to have prescribed medicines within the school day then the parent/carer should contact the school office to complete the permission form for administering medicines in school.

If a child has asthma there is a school policy that will give further detail. Please contact the school office for further information and advice.

Please see the school's Medical Policy for further information.

- ***How does the school ensure the safety of the children/young people? How are the children/young people able to contribute their views?***

Staff are kept up to date with all safeguarding training. All staff know that if they have any concerns about a child then they should immediately inform the school's Safeguarding Lead, or the Safeguarding Deputy. Staff can also call West Sussex- Integrated Front Door to report concerns about a child.

Detailed safeguarding information can be found in the school's Safeguarding Policy.

Some additional ways in which the school ensures the safety of children are:

- Suitable risk assessments are provided for on and off site visits and especially for residential visits. Contacts with groups are maintained 24hrs whilst off site. There are supporting policies in place.
- The Pupil Parliament meets on a regular basis and children are encouraged to contribute their views.
- Pupil's views are regularly sought through pupil led assemblies, pupil conferencing and pupil voice sessions.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator:

- Ms Nargis Miah is the school SENCo and can be contacted on the school's telephone number 01273 832003

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

- The staff undertake training in areas related to their role. All staff receive training related to SEND. In recent times these have included sessions on supporting children with challenging behaviour, attachment disorder, dyslexia, Zones of Regulation and social communication difficulties.
- Some staff members have more specialist training in interventions such as:
 - First Class at Number
 - Success at Arithmetic
 - Better Reading Support Partners
 - Comic Strip Conversations and Social Stories
 - Zones of Regulation
 - Lego Therapy
- And in other aspects of pupil need such as:
 - Team Teach and de-escalation training
 - Speech and Language support
 - Sensory Processing needs

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Please see Albourne School Accessibility Plan

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- ***How are parents involved in the school? How can I get involved? Who can I contact for further information?***

Parents can become involved in the school in a variety of ways:

- Attending open/curriculum mornings
- Attending their child's class parent consultations.
- Attending year group meetings.
- Supporting pupils on trips and activities within school, such as reading.
- Being a Parent Governor
- Being a member of the Parent Teacher Association and supporting events in school, for example the school disco and summer fair.

Please speak to class teachers or the school office for further information.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- Children are encouraged to know their targets and review their progress with these with their class teacher, especially in Reflection Weeks.
- Children are invited to attend meetings regarding their progress and learning, for example at meetings for Annual Review.
- Children are encouraged to take part in pupil conferencing and pupil voice sessions to share their thoughts and feeling about the education and time at school.
- Children are encouraged to give their views about their learning prior and post taking part in specific interventions. Their views are taken into account when planning future interventions.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Where a parent has a complaint or concern they should ask to meet with their child's teacher in the first instance. If the matter is not resolved they can ask to meet with the SENCo, Deputy Head or Head Teacher. Following this, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

10. How the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

There are a variety of ways in which the Governing Body meets the needs of pupils with SEND.

- Reviewing the effectiveness of practice and provision on an annual basis.
- There is a nominated Governor for SEND who meets regularly with the SENCo and discusses provision, progress and how outside agencies are used in supporting pupils with SEND and their families.
- Governors oversee the School Improvement Plan, which refers to training planned for staff relating to SEND.
- Governors have opportunities to review policies, including the SEND Policy, SEN Information Report and Disability Equality Policy and Scheme.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- In the school entrance, there are leaflets and posters of many support services available for parents.
- Parents may also contact the SENCO who will be able to offer advice and support about outside agencies/organisations.

- The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. Phone: 03302 228 555
- The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND): <https://westsussex.local-offer.org/>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- *How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?*

There are transition arrangements in place to support children joining and leaving the school. For example:

- In the early years, nursery visits are made to most children and a home-school liaison form is completed with parents at a meeting in the first week of September. Parents are also invited in to an induction meeting and they have the opportunity to have a tour of the school. Children are invited for sessions in the Reception classroom in the summer term before they start school.
- All Year 6 children are given the opportunity to visit their new secondary school and additional visits are organised if required.
- The SENCO meets with the SENCO/Inclusion Manager of local secondary schools to ensure smooth transition for all pupils and especially those with SEN.