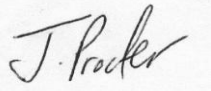




SEND Information Report

Review cycle:	1 / 2 / 3 years	Date: January 2026
Approved by:	Full Governing Body / Executive Headteacher	
Changes made in this review cycle:	Updated to reflect current contextual information for SEND pupils	
Linked policies:	Teaching and Learning Policy	
Signed:		
Position:	Executive Headteacher	
Date of next Review:	January 2027	

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Headings in bold and italics indicate the information required for the SEND information report as required by the code of practice. Other headings include other items of school policy.

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SEND in Pioneer Federation schools

Please refer to the Pioneer SEND Policy for an overview of our approach to SEND. This report details specific information related to **Chiddingly Primary School**.

Linked policies

This report includes details of the processes in place to identify children with SEND and for assessing their needs. Other policies that are useful to consider are the: Accessibility Plan, Behaviour Policy, Equality Policy and Objectives, Child Protection and Safeguarding Policy and Procedures, Admissions Policy, supporting children with Medical Conditions, Intimate Care Policy, Early Years Policy, Teaching and Learning Policy and Health and Safety Policy. These can be found each school's page on the Pioneer website: <https://pioneerfederation.co.uk/>

What kinds of SEND are provided for at Chiddingly Primary?

Chiddingly is a mainstream primary admitting pupils from age 4 -11. We provide for children with a range of types of special educational need. Within the Pioneer Federation, it is fully recognised that all class teachers are the teachers of children with Special Educational Needs and disabilities (SEND). The kinds of SEND that are provided for are categorised into four broad areas of need:

- communication and interaction, including speech and language difficulties and autism
- cognition and learning, including developmental delay, and specific difficulties such as dyslexia and dyscalculia
- social, emotional and mental health difficulties including difficulties with behaviour, attention deficit disorder ADD, attention deficit hyperactivity disorder ADHD, attachment disorder or anxiety
- sensory and/or physical needs including visual or hearing impairment, dyspraxia, cerebral palsy and other physical or medical conditions which affect a child's learning

The Governing Body

The governing body has two SEND governors to work closely with the SENCO. The SEND governor for Chiddingly is Lorna Duggleby. She liaises with the SENDCO/Inclusion Manager and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision to ensure that the school is compliant with its statutory responsibilities as indicated in the SEND Code of Practice. The SEND Information Report is updated annually and published on the school website.

The governors ensure that the SENCO, the person responsible for coordinating SEND provision and offering guidance to teachers is a qualified teacher working at the school and that if not already qualified has achieved the National Award in Special Educational Needs within 3 years of being in post. Governors regularly monitor the DfE Code of Practice to ensure the school is compliant with its statutory responsibilities.

The Inclusion Team and the role of the SENCO/Inclusion Manager

The Lead SENCO across the federation is Sian Leahy and is contactable on senco@pioneerfederation.co.uk or via the school office.

Sian Leahy, the SENCO at Chiddingly shares responsibility for the day-to-day coordination of SEND with the Headteacher, Kayleigh Vile. Mrs Leahy (SENCO) works 0.5 days at Chiddingly. The team aim to respond to contact within 10 days. Please contact the school office to confirm the current working pattern as this may change through the year. Office staff within in school will usually pass on phone messages/emails within one working day.

The SENCO has responsibility for the day-to-day operation of the SEND policy including:

- The responsibility for the day-to-day operation of the SEND policy;

- In conjunction with the Headteacher to plan and co-ordinate the school's strategies for identifying children with SEND; in addition to advising on the deployment of the delegated budget to effectively meet needs, and ensuring the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- to co-ordinate provision and manage an effective provision monitoring system, outlining additional provision throughout the school including liaising with the Designated Safeguarding Lead where a Looked After Child has SEN;
- to oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a register of such children and keeping records updated;
- to advise on, and where appropriate carry out, more detailed assessment;
- to advise teachers on the graduated response and appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programmes;
- being the contact for and to liaise closely with and develop good relationships with outside agencies and ensure their advice is used appropriately;
- to ensure continuity for children with SEND from class to class and school to school;
- in conjunction with the ICT co-ordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- to identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants (TAs);
- to liaise with parents of children with SEND and ensure that regular discussion takes place with them;
- to seek the views of children with SEND, and to take them into account when planning;
- to link with feeder and secondary schools to ensure smooth transition and to liaise with schools during mid-year admissions where appropriate;
- To use self-review tools as appropriate for reflection and self- evaluation, to form a basis for future development.

The graduated approach to teaching children with SEND

- A graduated approach is taken focusing on the universal provision of high quality first teaching and additional targeted and enhanced support. This is the basis of our provision management.
- The graduated response of a repeated 'assess, plan, do and review' cycle is used to identify children who may need additional special educational needs support and a plan is put in place for these identified children. This plan may take the form of a Pupil Passport, an Assess, Plan, Do and Review (APDR) Support Plan, or an Additional Needs Plan. This plan is then reviewed at least 3 times a year and parents are encouraged to be involved in its development. The plan may include strategies, interventions or suggestions for seeking additional advice from outside agencies.



- Staff awareness -the SENCo will liaise with the Executive Head and Head of School/Headteacher to ensure that systems are in place to ensure that all staff working with pupils have an awareness of any SEND. Records are kept in the online Assessment, SENCO and Provision and Planning folders. Records include the SEND Register, year group pupil progress meeting notes and the mixed class cohorts provision mapping timetables. These show the universal and targeted provisions for each class. Year Group folders contain Records of Concern, the individual support plans for each child on the SEND register and any individual provision maps

for high needs pupils. Class teachers are responsible for ensuring record keeping systems are set up each term and are kept in line with the SENCO recommendations and system for their school. (See Appendix A).

- The sharing of Medical Health Care Plans will vary as necessary and depending on need and are coordinated by the school office.
- Intimate care plans are generally coordinated by the Inclusion Team, class teacher or the school office depending on the level of need. These are shared with those people necessary to ensure that needs are met.

Identifying children and assessing their needs as part of the graduated response

The SEND Code of Practice identifies children as having a special educational need when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (Code of Practice 6.15). The Federation also considers whether a pupil may have a disability under the Equality Act and if so, what reasonable adjustments may need to be made for them (COP 6.16).

Children identified as having SEND under the above definition are included on the school's inclusion register under the category of SEND. When additional provision that is above and beyond the expected class provision is no longer needed, the pupil will be removed from the register. Within the federation, we are keen to identify barriers to learning as early as possible. The numbers on the SEND registers and the numbers within each category of need are required to be reported to the government and local authority at various times during the academic year.

Children new to the school in Reception undergo baseline assessment on entry. We also use other screeners in the autumn term such as Language Link that reviews understanding of receptive language and can use Jump Ahead and other screeners to review fine and gross motor skills. The outcome of these assessments feed into progress discussions and help to identify any gaps in early development.

If your child already has an identified need before they join us, please let us know as soon as possible and reiterate this once a place has been allocated. This will mean that we can respond quickly to their needs, liaise with professionals already involved and plan appropriate transition. Inform us about any other service or professional already supporting your child.

In line with our Assess, Plan and Do cycle, three times a year, teachers meet with the Senior Leadership Team and SENDCO to discuss the progress, strengths and needs of all children at Pupil Progress Meetings. Discussion includes analysis of data from within the school's data wall and tracking system, attendance, response to day-to-day classroom work and routines, additional assessments that may have taken place (e.g. Language Checkers, Language Link, The Thrive Approach profiling, Reading ages), observations and analysis of the playground and behaviour logs and any conversations with parents.

Children making less than expected progress given their age and individual circumstances are identified. This enables children to be identified early as soon as there is a concern about their learning. Less than expected progress can be considered as; progress which is significantly slower than that of their peers starting from the same baseline, failing to match or better the child's previous rate of progress, failing to close the attainment gap between the child and their peers, or widening of the attainment gap.

Discussion at pupil progress meetings and the Headteacher's review of class and playground behaviour also allows identification of those children experiencing difficulty with social interaction or emotional responses. Both barriers and strengths are identified to support successful interventions.

The first level of support – Universal provision and the adaptive curriculum with quality first teaching

At this point, the class teacher will adapt their high quality first teaching in attempts to use children's strengths and reduce the barriers to learning. This will include a variety of scaffolding techniques and may include increased use of visual, flexible groupings and pairings, different recording methods, having a range of physical resources and manipulatives close by to support learning, movement breaks, pre-teaching, or language groups, peer support, or alternative methods of assessment. Additional support is discussed at Pupil Progress Meetings such as advice from the SENCO, further school-based assessment or engagement with outside agencies (in agreement with parents).

The needs of the child will be provided for within the whole class planning frameworks and strategies and will be recorded on the Pupil Progress Meeting notes. A Pupil Passport may be used to share these access arrangements with all staff working with the pupil (including supply staff).

Ongoing monitoring and review

The pupil would continue to be monitored by the class teacher and the senior leadership team at the termly progress meetings.

Identifying a child as SEND – Record of Concern

Some children continue to make inadequate progress despite high quality teaching, additional class-based intervention and support targeted at their areas of weakness. At this point, a summary of the concerns, the children's attainment levels and strengths will be generated by the class teacher including a review of strategies that have been tried already. These concerns can be recorded on a SEND Record of Concern and shared with the SENCO. There may be agreement at this point to make use of additional assessments and screeners such as Reading Age assessments, the Language Link screener, Individual Thrive profiling, CLASS COLIN assessments or other available resources. If progress continues to be a concern following this period of increased focus of Quality First Teaching and Universal Provision then individual provision that is additional and different to that available to other pupils may be deemed necessary. This would be shared with parents and if additional individualised targeted provision is put in place the pupil would be categorised as SEND. Parents are informed of this in writing including the allocated category of SEND as described previously. It is the aim that our Universal Provision of high Quality First Teaching will result in few children requiring such support (see the SEN Code of Practice).

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

In the situation as stated above parents would be invited in to discuss the pupil's progress and barriers to learning usually with the class teacher and sometimes the SENCO or Headteacher. A clear analysis of needs will be carried out using the school's assessment systems and other available screener materials e.g. Reading Age assessments, Language Link screeners and Thrive whole school profiling. The child's strengths are considered and identified as a basis to build on e.g. CLASS. More detailed assessments and advice from outside agencies may be used to give a clear understanding of what additional resources and approaches are required to enable the pupil to make better progress.

Parental consent would be gained for an outside referral.

Targeted Support as part of the graduated response

A targeted intervention plan will be developed and written up and recorded on a Pupil Passport, an Assess, Plan, Do and Review Support Plan (APDR) or Additional Needs Plan - ANP (for more complex needs). An APDR or ANP will identify a small number of targeted outcomes - small measurable, achievable, realistic, relevant and time limited targets. Sometimes a Pupil Passport is more practical for recording and sharing strategies of support when the provision is teaching strategy based rather than intervention based. The best method will be chosen to meet each child's needs. Children demonstrating difficult or dangerous behaviours may have a Behavioural, Emotional, and Social Targeted Assess Plan, Do and review plan (BEST) developed to identify clear steps to reduce risks and strategies to investigate, promote the development of prosocial skills and support any underlying needs. If needs are identified and a plan is needed over time it is likely that support will move to targeted SEN Support. (See behaviour policy).

On occasions when a Behaviour, Emotional and Social Targeted (BEST) Assess Plan Do and Review (APDR) is in place the aim will be that it will need to take into account any other identified SEND. The BEST plan will take priority and this should be acknowledged and reflected in any other plans in place to avoid duplication and confusion.

At this point, we have identified that the pupil has a Special Educational Need because the school providing targeted support that is additional and different provision to what is normally available from high quality teaching and the pupil would be categorised as SEND. This is shared with parents alongside the primary category of need.

If the pupil is able to make progress using this additional and different resource (but not without it) they will continue to be identified as SEND. If, because of additional short-term support, the pupil is able to maintain progress without the additional and different resource, or within the universal class provision he or she will no longer be identified as SEND and be removed from the register.

Any changes of categorisation will be discussed and shared with parents.

The complexity of identifying SEND

Slow progress and low attainment do not necessarily mean that a child has SEND as there can be a number of factors which can account for this such as the current environmental situation, varying rates of cognitive development or a child's interest and motivation. Attainment in line with chronological age does not necessarily mean there is no learning difficulty or disability. Consideration is given to whether provision additional to or different from what is normally available to pupils is in place or required.

English As an Additional Language

Difficulties based solely on the process of learning English as an additional language are not considered to be a sign of SEND. Language development is monitored over time in order that special educational needs, if they are present can be observed, thought about and addresses.

Enhanced Provision as part of the graduated response

Ongoing input and support from outside agencies may result in enhanced levels of provision – examples can be seen in the SEND Matrix which is available on the East Sussex website – Czone.

Medical Needs

Children with SEND may also have medical needs but not all children with medical needs have SEND. A child with medical needs will have a Health Care Plan in place in line with the Supporting children with Medical Conditions Policy.

Similarly, a child with Intimate Care Needs will have a separate plan and may or may not be identified as having SEND depending on their situation.

Children in Care (previously known as looked after Children LAC)

Children in care have a personal education plan (PEP). A PEP is a statutory requirement to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan. The PEP should detail what needs to happen in order for the looked after child to fulfil their potential. This would include any SEND provision if required. Each school has a Designated Teacher for Children in care who requires updated training every 3 years. The current Designated Teacher for Children in care is the Headteacher/Head of School. The East Sussex Virtual School provides advice and guidance for LAC and also children adopted from care, on special guardianship orders (SGO), or on child arrangement orders (CAO). Telephone: 01323 464 630 Email: csvirtual.school@eastsussex.gov.uk (contact form)

Additional and different resources

The school will seek to source resources that are required to support a child as advised by professionals in order to make reasonable adjustments for them to access the curriculum.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

Assess, plan, do and review meetings are usually timetabled for three times per year and involve the class teacher, often the SENCO and where possible, other adults involved in supporting the child. Following this, the class teacher liaises with parents to share the reviewed desired outcomes, short-term targets and barriers to learning and add their voice into the planning and review process. Focus and targets are adapted if necessary and school welcomes parents input into this discussion. School discussions with parents around the review process take place at least 3 times a year, wherever possible within 2 school weeks of the school review taking place and are recorded on the child's plan. Parental voice is gained through the year from all parent conversations not just as part of the formal review process.

In addition, the Pioneer Federation uses the ARBOR assessment tracking system to monitor progress of pupils within the national curriculum. In EYFS (Reception) the tracking is supported with guidance from Development Matters and Birth to 5. This information feeds into pupil progress meetings and the three times a year structured conversations for SEND children with parents as described above.

During review meetings, broad individual outcomes are discussed as these may help identify a wider developmental or social need to support the pupil in making a successful transition into the next stage of their education. Progress in these areas may not be fully reflected in progress data.

The Thrive Approach profiling is also used to provide additional information concerning Social Emotional and Well-being for all pupils. This screening aims to take place twice a year in the Autumn and Spring Term. This provides screening information for informing whole school, class and individual work on a variety of developmental and well-being issues, as well as providing a baseline assessment for monitoring progress towards social and emotional outcomes.

The Pioneer Federation uses Language Link to screen the language skills of all of reception children and Year 1 and 2 and those of concern, previous identified need or new comers in KS2.

The Federation has access to a number of reading and spelling assessments that are also used to ascertain attainment and progress levels for certain pupils to provide information to support the assess, plan, do and review process.

Provision for Dyslexia is generally provided by differentiated and quality first teaching. The Pioneer Federation is using the East Sussex Dyslexia Active tools to monitor and develop provision within the federation for children who find acquiring reading and writing skills challenging. Strategies will be aimed at the gaps in skills, using a child's strengths and developing other useful skills e.g. use of appropriate IT strategies.

The East Sussex dyslexia definition provides a basis for a staged process of assessment through teaching. The policy advocates school use the dyslexia framework to consider their whole school approach and use the graduated approach to support an individual. Support for children with these needs follow the graduated assess, plan do and review process. This policy can be found here: <https://czone.eastsussex.gov.uk/send/communication/dyslexia>.

If school is uncertain of the next steps to support development of skills CLASS (Communication, Learning and Autistic Support Service) can be approached for advice.

Educational Health Care Plans (EHCP)

If the child continues not to make progress towards their long-term outcomes despite enhanced provision, vigorous additional and different advice and resources being utilised, the school in liaison with the parents can request the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs an Educational Health Care Plan to meet their needs. The East Sussex SEND Matrix gives an indication of the level of need at tested and enhanced level that allows schools and parents to evaluate whether a request for statutory assessment might be appropriate and the statutory assessment paperwork has a checklist that indicates the necessary evidence that is required. Parents can request statutory assessment of their child's needs by contacting East Sussex directly <https://1space.eastsussex.gov.uk/>

For children with an EHCP each year the school must hold an Annual Review of the Educational Health Care Plan with the parents and inviting all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

If there are significant changes to a child's SEND or behaviour needs an Annual Review can be called mid-year.

Attendance

The Headteacher monitors attendance and has regular consultations with the Attendance Advisor (see Attendance Policy). Where SEND needs are impacting an attendance, the SENCO can be involved in the creation of any support plans and the consideration of appropriate reasonable adjustments. School may ask TASS or CLASS to provide further advice regarding this.

Suspensions and Exclusions:

We do not believe that suspensions/exclusions are the most effective way to support learners with SEND and will try to avoid this as much as possible. Please see the Pioneer SEND policy for further details.

Arrangements for consulting with parents of children with SEND and involving them in their children's education.

At Pioneer, we are committed to working with parents, recognising they know their child best and welcome parental input into planning support for pupils. Parent voice is gained throughout the school year from all conversations with parents – this may be as part of formal questionnaires, parent forums or individual conversations and contributes to our planning for individuals and our whole school approach. We adopt an open-door policy for any daily information that needs to be shared between home and school but ask parents to respect that teachers are not always available before school. The school office is open from 8.40am. Meetings can be arranged with the class teacher or SENCO via the school office. All parents are encouraged to attend parents evening.

Parents of children categorised as SEND will be invited to be involved in the review of the provision for their child with the class teacher (and sometimes the SENDCO) at least 3 times a year. The previous provision will be reviewed, any new information shared, considered and new outcomes agreed together as described above. Parents will be encouraged to contribute to supporting their child's learning throughout their time at school. The appropriate format for recording the new provision will also be considered (usually an APDR (Assess, Plan, Do and Review) perhaps with pupil passport or for more complex needs an Additional Needs plan). For children with an EHC plan one of these meetings will be the Annual Review of the Plan and all the relevant professionals will be invited to contribute.

Good partnerships with parents and the involvement of the pupil are vital to ensuring that all aspects of a child's wellbeing and development are taken into consideration when establishing possible outcomes and within the Pioneer Federation we strive to ensure parents are involved at every stage of support.

Arrangements for consulting young people with SEND and involving them in their education.

Pupil voice is gathered by all adults working with children through daily contact. Following a period of intervention the supporting adult is asked to discuss with the children how they feel the intervention has been going and what they would like to learn next. This can be recorded on the intervention sheet. Some children have a 'pupil passport' included as their APDR plan or as part of a larger plan that indicates what helps them succeed in class, identifying what is difficult and how others can help them be successful. Children can contribute to their plan by having a pupil voice conversation with a key member of staff. In addition, ongoing conversations and feedback that occur as part of daily learning are also shared by staff and taken into account when planning ahead. These comments may be recorded within speech bubbles within a child's book or on the interventions record sheet. A pupil voice questionnaire can also be used to identify likes/dislikes and what makes things hard for them. This information is then used to consider support strategies. In addition, children from the pupil governors, have regular discussions with the Headteacher. All classes have a system for children to indicate they would like a chat with their class teacher e.g. Bubble time, worry box or 'What I would like my teacher to know'. Senior leaders also complete pupil voice questionnaires and drop ins at various points of the year.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Prior to starting in Reception, the class teacher makes home visits and where possible visits to local nurseries to see the children in their current provision. Local nurseries when possible are invited to some school events and a number of taster sessions take place to familiarise the children with the new setting. Children with SEND identified at this point usually have additional transition meeting involving the ISEND Early Years Team, parents and school in order to plan and prepare for a successful start to primary education.

Year 6 children are invited by secondary schools for transition days in the summer term. Families with children with additional needs are encouraged to make additional visits, and make contact with the SEND department during the application process. In addition, families are encouraged to participate in other summer workshops/additional transitions days taking place at the relevant schools when they are offered. The SENCO at the secondary school will be contacted by the federation SENDCO for a full discussion or additional meeting if felt this would be useful. EHCP Annual Reviews for Year 5 children are planned with the support of East Sussex transition advisors who will lead the Annual Review process and its timing.

At the end of each year, the senior leadership team plan time for teachers to discuss the pupils transitioning between classes. All records and plans are stored on the school server so that the receiving teacher has access to them. For children who find transition challenging transition books may be made with photos showing the new classroom and new teacher but also things that are staying the same. These can be referred to over the summer. Transition visits to the new classroom and time with the new teacher are planned into the summer term but additional visits can be

arranged. When helpful pre-term visits can be arranged to remind children of their new environment and to relieve anxiety.

For children moving to another school, we will contact the school and make them aware of any SEND arrangements that we had in place. We will forward records and plans as quickly as possible and where required have conversations with the new school.

How adaptations are made to the curriculum and the learning environment of pupils with SEND

Class teachers understand that they are responsible for the teaching of SEN children. Lessons are planned using an adaptive curriculum approach to address potential areas of difficulty, remove barriers to learning, scaffold and utilise children's strengths so enabling all pupils' full access to the national curriculum. Subject leaders have included information regarding this in their subject medium-term plans available on the website. These include more detail around the adaptive supports in each curriculum area breaking this down into environment, resources strategies including language and the identification of core and aspirational vocabulary and assessment opportunities. Consideration will be given to the adaptation of the verbal and body language used, arrangement of the classroom and learning space, additional materials and equipment, children's strengths, flexible groupings and use a range of learning and recording styles. For those children with SEND, their additional and different provision is worked into the curriculum, taking into account advice from outside agencies and any other needs as identified as part of the desired pupil's outcomes. This may involve input from outside agencies, individual teaching programmes, individual strategies or use of particular resources. It is anticipated that the majority of support takes place within class. Reasonable adaptations will be taken in line with the SEND Code of Practice.

Children with additional medical needs have a health care support plan in place. If necessary additional SEND support will be recorded in the ways indicated above and additional needs will be considered in any risk assessment for any off site or curriculum trip or visit.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

The SENCO is non-class based, working a full week across the federation and this enables liaison with Senior Leaders, teaching staff, parents and outside agencies and time to offer guidance and advice to staff regarding SEND.

The Executive Headteacher and Headteacher allocate the available teaching assistant support dependent on the needs within the school in liaison with the SENCO. Class teachers work with the SENCO and Headteacher to ensure the available support is used to its best advantage.

The Executive Headteacher, Headteacher and SENCO regularly consider the training needs of staff in relation to the current cohort. Training needs identified following the appraisal process and structured conversations and reviews, or the arrival of a new child with are discussed with the Executive Head and Headteacher, CLASS and EPs or other support services (e.g. Speech and Language) as appropriate. At least one training event (3 hours) is in place for Teaching Assistants across the federation allowing the sharing of training and skills in addition to access to the CLASS core training offer.

The schools access core training from CLASS (Communication Learning and Autistic Support Service) in areas such as Speech and Language, Autism and Dyslexia. The SENCO has recently attended the following Inclusion based training: SENCO Briefing and Forums, The Primary Leaders Conference, Sensory processing workshop, Intensive Interaction, Understanding degrees of hearing loss and associated disorders, CITES neurodiversity (Colourful semantics, Selective mutism, Inclusive PE and Target setting for sensory circuits), Primary Inclusion Neurodiversity in Schools (PINS) Conference and other supports, CLASS ADHD, CLASS COLIN assessments, PINS OT school advice meeting, EHCNAs, observed the stage 2 EHCPNA panel, The Thrive Approach network meeting, Addressing Power Struggles in the

Classroom, How to weave the Thrive Approach into the Primary School Curriculum, ELSA for school leads, SENCO forums.

Planned SENCO trainings include What next after dyslexia screener? And Maths in the Primary Classroom.

Staff at Chiddingly have received training/workshop in Emotional Regulation for individuals, received advice from SAL via Multi-disciplinary meetings, Intensive Interaction, CLASS ADHD workshop (all TAs), The Adaptive Curriculum (INSET) - all staff, how to use CLASS COLIN assessment – various staff, Individualised OT and SAL modelling EYFS CLASS drop ins termly /CLASS drop ins – specific focus year groups, 4 members of the staff also completed Nessy Dyslexia training level 2.

The school receives core support from CLASS Communication, Learning and Autistic Support Service, Team around the School TASS and Setting and the Attendance Service. Schools can annually apply for core support or buy in credits to access Educational Psychology Service (EPS) and additional support from TASS. Other specialists can be approached (Teaching and Learning Provision TLP, school health team, NHS services, CAMHS, physiotherapists for example) in addition to those offered by county to provide individual and whole staff training or advice.

Parents are able to access School Health Team self-referrals via the website

<https://www.kentcht.nhs.uk/service/school-health-service-east-sussex/>

Children's Integrated Therapy service provide a considerable number of training and information videos for parents and professionals that can be accessed via their website <https://www.eastsussexchildren.nhs.uk/about/childrens-integrated-therapy-and-equipment-service/>

New staff training needs are considered during induction. The SENCO is able to provide advice and training for staff via staff meetings, TA meetings and individual meetings. In addition, training for staff is reviewed by the Headteacher during the appraisal process for both teaching staff and teaching assistants. Any training identified as a need following school-based plan reviews or on the arrival of a new child is raised with the Head of School by the SENCO. The Federation welcomes input from external professionals such as speech and language therapists/Physio Therapists and will facilitate training for staff via these professionals as necessary.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families

The SENCO is responsible for ensuring that there is good liaison and information sharing with outside agencies as is required and agreed with parents. The Federation facilitates the training for staff that outside agencies are able to offer often arranging for Teaching Assistants to work alongside visiting professionals wherever possible. Where recent information is not available outside agencies involved with a child will be invited to contribute to reviews wherever possible.

A multiagency meeting maybe convened to bring together families and all professionals working with a family to provide a coordinated and joined up support plan.

For children with EHC plans all involved agencies will be invited to contribute to the Annual Review.

Support for families

The SENCO is able to share a list of supports for parents on request, please do contact the school office if you would like to arrange a meeting to discuss avenues for support.

Useful links are also provided on the SEND pages on the school's websites.

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: <https://localoffer.eastsussex.gov.uk/> Independent advice for parents is provide by; <https://amazesussex.org.uk/>

- o East Sussex has an online directory of services and the local offer found at: <https://1space.eastsussex.gov.uk/>
- o Amaze SENDIASS Special Educational Needs and Disability Information, Advice and Support Service for families in East Sussex: <https://amazesussex.org.uk/> 01273 772289 Monday – Friday 9.30-2.30pm
- o School Health Team (school nurse) - Parents can self-refer via the school health one point: <https://www.kentcht.nhs.uk/service/school-health-service-east-sussex/> 0300 123 4062 School Health One Point (SHOP) kentchft.esschoolhealthservice@nhs.net
- o East Sussex Children's Integrated Therapy (ESCITS) Service for Speech and Language or Occupational Therapy advice on 0300 123 2650 kentchft.citesonepoint@nhs.net
- o CLASS+ Autism/Social Communication Support for parents and carers of children/young people with Autism/Social Communication difficulties. Call 01273 336887 and ask for the CLASS+ Advice Line <http://www.facebook.com/CLASSPlus> CLASS@eastsussex.gov.uk or 01273 336887
- o Spectrum autism support for children and young people – helps autistic children to join in with activities in their community <https://1space.eastsussex.gov.uk/Services/4859/Spectrum> or email spectrum@eastsussex.gov.uk
- o Parenting Advice Line Open for parents/Triple P parenting support 01424 725800 <https://www.openforparents.org.uk/>
- o East Sussex family hubs <https://familyhubs.eastsussex.gov.uk/>
- o Family Lives website offers parenting advice in a range of areas – toddlers/preschool, primary, bullying, divorce and separation. Confidential helpline, parenting videos, forums, online parenting courses, leaflets include: Moving to secondary school, discipline, stepfamilies, bullying, starting school and lots more <http://www.familylives.org.uk/> 0808 8002222
- o NSPCC helpline professional counsellors available 24/7 for help, advice and support 0808 800 5000

Evaluation of the effectiveness of the provision made for pupils with SEND

The Governors, Headteacher and SENCO use a range of strategies to review the effectiveness of SEN provision including ASP (Analyse School Performance) reports, ARBOR summative and formative tracking and the school data walls. The Quality of Teaching is monitored throughout the year and evaluation of individual provision takes place 3 times a year at pupil progress meeting and at least 3 times a year in structured conversations with parents. Parental comments from questionnaires and meeting feedback are also used to inform our action planning. The East Sussex Quality Inclusion Mark criteria can also be used to support action planning.

Recent data for SEND pupils

Due to the small nature of our schools, SEND and non-SEND attainment comparisons are not published in this document. If you would like further information please contact the Headteacher.

Other reports reviewing SEND provision

The latest OFSTED reports for each school are available on the OFSTED website:

<https://reports.ofsted.gov.uk/provider/21/114391>

The recent Ofsted review at Chiddingly (November 2024) reported:

‘Pupils are at the heart of this warm and welcoming primary school. They talk positively about their experiences of learning. They feel safe and well cared for by all adults. It has also ensured that the school can respond to each pupil and their needs in a carefully tailored approach. Pupils with special educational needs and/or disabilities (SEND) are fully included in school life. Adaptations to the delivery of the curriculum and to the environment effectively support all learners.’

‘The school’s curriculum is designed to meet the needs of all pupils. It is ambitious and clearly identifies what teachers need to teach within each subject. Adaptations for pupils with SEND are effective. This means that every pupil can learn the curriculum and achieve well.’

Budget allocation

The notional SEND budget is used to provide support across the school; this includes some contribution to providing teaching assistant support in all classes in the mornings, and to provide additional resources and training.

Notional SEND budget	Chiddingly
2022-23	£35, 692
2023-24	£40,288
2024-25	£39,960
2025-26	£35,481
Spending includes:	Educational Psychology Units , TA support with in the classroom, , School funded SALT support, resources and subscriptions such as: Eklan resources such as Merrimaps, Widget on line, wobble cushions, pencil grips, etc

Resource Allocation

- Each teacher is responsible for delivering universal provision of high quality first teaching that takes into account the needs and strengths of all the children within their class. Adaptions, groupings, consideration of the environment and learning styles is available to all children as a part of quality first teaching.
- Each year Senior Leadership consider how the allocation of additional human resources to each year group. This is reviewed throughout the year as necessary when children arrive/leave the school or as differing needs arise.
- Additional support may take the form of the class teacher adapting their usual style/mode of teaching, support from a Teaching Assistant (TA) in focused intervention in groups or for individuals, personalised resources, or personalised advice from outside agencies.
- Where necessary and as recommended by a professional - specialist equipment, books or other resources that may help the child are sought.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND

The expectation is that all children engage fully in all aspects of school life. We aim to foster a sensory of belonging and community, so everyone feels a part of both the class and whole school community. The majority of SEND provision takes place in class and all children are expected to access the full range of education activities offered including after school clubs and trips. Teachers take this into account in their daily planning. External providers are expected to be inclusive in their offer and make reasonable adjustments. Where necessary additional risk assessments will take place and reasonable adjustments will take place in order for full participation alongside the peer group. For example, following risk assessments additional adults may be allocated to a school trip ensuring higher ratios. Wherever possible, with parental consent, outside providers (of after school clubs for example) are provided with information as necessary to ensure full access is possible.

Support for improving emotional and social development

The school has a number of pastoral and therapeutic support systems in place that allow for the opportunity to listen to the views of children with (and without) SEND and aim to prevent bullying. The school has a Personal Social and Emotional curriculum in place, theme days and assemblies are used to focus on and revisit these themes. Skills builders are being developed across the Federation to develop skills in a range of areas. 'Pupil voice questionnaires' can be used with individuals to ascertain their feelings regarding school in addition to whole school questionnaires and feedback from the pupil governors. Each class has access to a system for requesting talk time with the class teacher or a key adult. This maybe 'bubble time' in the classroom or children can use the worry box to request a 'chat' or 'Got a worry' time with a key adult.

Thrive profiling is used to identify and prioritise need for wellbeing provision. The federation currently has three licensed practitioners and two other Thrive trained members of staff. The Thrive Approach, Talk about, Zones of Regulation are also used to support groups and individuals in both whole class and small group settings as needed. The Federation uses its combined knowledge from The Thrive Approach, emotional regulation and ELSA training under the leadership of the SENCO to generate action plans that run as part of or in addition to SEND plans. We aim to look out for the need to adapt resources and programmes to ensure our plans to are neuro-affirming. We seek advice on this where necessary. A number of staff across the federation are also able to provide Drawing for Talking sessions. PPG funding is also used to support this provision.

The SENCO maintains good links with the Educational Psychology Service and can make referrals to Child and Adolescent Mental Health (CAMHS), Early Help and the school health team if required. Other provisions may include speech and language groups, social communication and awareness groups, Sensory Circuits, Jump ahead/BEAM and playtime/lunchtimes clubs and activities. These may be provided as a general whole school activity or as an individual SEND provision dependent on staffing capacity.

Admission Arrangements

See the Pioneer SEND policy

The environment at Chiddingly

Like all schools, the Pioneer Federation is subject to the Equalities Act. We aim to provide an environment rich in language and visual supports and this is explained in our teaching and learning policy. We are committed to making all reasonable adjustments towards improving accessibility as we maintain and develop the school and its grounds but observe that many of our schools were all built many years ago.

Chiddingly school was built well over 100 years ago however, all classrooms in the main building are on the ground floor. The annex building has one further classroom on the first floor accessible by a stairway.

There are toilets in the main building and Annex with wide door access on the ground floor of the Annex. Access to our field is good. Classrooms are arranged to provide good access to resources for all children and where access is an issue for particular children this is taken into account by staff.

We would recommend that parents visit the schools to view the site if considering a place for a child with mobility or sensory needs.

We will take proactive steps to ensure that disabled pupils and non-disabled pupils are treated equally. We currently communicate with parents in direct conversation, phone, letter and email – we ask parents to let us know if they have a particular need that makes one method of communication easier for 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.

Arrangements for handling complaints from parents of children with SEND about the provision made in school.

We like to have an open and cooperative relationship with parents and carers and encourage you to communicate early on if there are any issues or concerns arising. Please contact the school office to make an appointment. If you feel your concerns are not being addressed then you can follow the procedures for a formal complaint.

For concerns about the provision in an EHC plan parents have the statutory right to appeal against the decision of the local authority. Complaints that fall into this category cannot be investigated by the school.

Any concerns regarding the day to day running of the school, interpretation of policies, the actions/inactions of the staff at school, the SEND policy as determined by the governing body, educational provision for children should be considered in line with the school complaints policy. This refers parents to the class teacher in the first instance, and then to the SENCO/Inclusion Manager and Headteacher in progression if the concern continues.

Unresolved complaints can be taken directly to the First Tier Tribunal (Special Educational Needs and Disability).

Appendix A – Records and responsibilities

Class teachers are responsible for ensuring that adequate intervention records are kept and stored in the appropriate place and ready to be referred to as part of the support plan review following the guidelines below:

Information required	Person responsible	Location
Assess, plan, do and review support plan or Additional Needs Plan or BEST plan	Class teacher	Master copy in electronic SEND folder and in Individual child’s SEND folder
Pupil passport	Class teacher	Master copy in electronic SEND folder Class passport folder/individual SEND folder
SEND provision mapping timetable (whole class)	Class teacher Class teacher	Electronic SEND timetable folder within the Provision and planning timetable
SEND provision mapping timetable (EHCP and high needs individuals)		Individual’s electronic folder
Intervention records	Set up by the class teacher following APDR reviews ready for Week 1 to include identified target, the associated intervention and the daily/weekly recording of progress and impact. Samples in the electronic SEND folder To be completed by the person carrying out the	EH – hard copies Individual child’s SEND folder EH – electronic copies individual child’s electronic folder All school: Some group provisions e.g. sensory circuits or language link may be held in a different secure location during term but all intervention sheets should be available within the child’s individual folder in time for the class teacher and SENDCO to review targets ahead of APDR meetings.

	<p>specific intervention</p> <p>Sensory circuit and Jump ahead should have their own individual record sheet to support ongoing referral. A master copy is saved in the electronic APDR folder</p> <p>Language link intervention record sheets – use the LL master</p>	<p>If the intervention is unable to take place, please indicate the reason for this – e.g. child absent/ school trip</p>
<p>Parental liaison structured conversation sheet (included within an ANP)</p>	<p>Class teachers at least 3 times a year</p>	<p>Within the review section of the child's Individual support plan (or bottom of the pupil passport). Should include the date of the parent voice and indicated how has impacted on the plan.</p>
<p>Pupil voice</p>	<p>Class teacher /Support teaching assistant; learning mentor</p>	<p>Collected via conversations through daily contact. Recorded within the child's books within a speech bubble or as their contribution to their pupil passport</p> <p>Also can be recorded at bottom of intervention tracking sheet following a number of sessions of intervention (stored in individual children's folders)</p>