

HOMEFIELD PRIMARY SCHOOL & SSC

Aiming high together



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

(Statutory)

Reviewers: Nicky Rix (SENDCo) National Award for SEN Coordination (Awarded by Middlesex University 26.11.12)

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Special Educational Needs and Disability (SEND) Policy and Information Report **2025 -2026**

This SEND Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014). It incorporates the statutory guidance from the Code of Practice and links to the West Sussex Local Offer questions displayed on our school website.

This Special Educational Needs policy supports our School Inclusion Policy and reinforces the need for fully inclusive teaching and learning styles and practices. To ensure good practice we use West Sussex Inclusion Framework and the Ordinary Available Inclusive Practice (OAIP) to best support the school's development. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and/or disabilities (SEND).

The following definition of Special Educational Needs is taken from the Special Educational Needs and Disability of Practice: 0 to 25 years. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.

The Governing Body and Code of Practice believe that the admissions criteria should not discriminate against pupils with SEND. The Code of Practice states for pupils with EHCP "Where the Local Authority considers a particular mainstream place to be incompatible with the effective education of others it must demonstrate ...that there are no reasonable steps that it or the school could take to prevent that incompatibility. Effective education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have..." (CoP 9:90)

The kinds of Special Educational needs for which provision is made at Homefield Primary school and SSC:

Homefield Primary School is a mainstream setting, with Special Support Centres for pupils with Social communication and/or autism, for pupils aged between 4 years and 10 years. We are committed to working in partnership with parents, carers and pupils to ensure that all pupils achieve their best, become confident individuals and make a successful transition to the next phase of their education and into adulthood. Homefield Primary has adopted a whole school therapeutic approach to manage the needs of the pupils, such as pupils that have experienced adverse childhood experiences. Homefield School adopts an inclusive 'person- centred, whole school' approach to the management and provision of support for pupils with special educational needs where pupils succeed in their learning when they feel confident and their self-esteem is high, this promotes independence and builds resilience. This should enable us to **Aim High Together**.

In order to fulfil this vision, we are committed to:

- Leaders identifying pupils' emerging or changing needs quickly and accurately, making sure support is effective and draw on any specialist advice when necessary.
- ensuring that all pupils have access to an ambitious, broad and balanced curriculum.
- providing an adapted curriculum and teaching appropriate to the individual's needs and abilities, to support the pupil's progress and achievements, from their starting points.
- using the 'graduated approach' (a continuous cycle of 'assess, plan, do and review) which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs.
- ensuring staff receive suitable training and implement it to their daily practice, such as implementing and using the West Sussex Ordinarily Available inclusive Practice (OAIP)

- providing inclusive practice and removing barriers to learning and engage in the activities of the school (including physical activities) together with pupils who do not have special educational needs.
- meeting the needs of pupils with SEND, and adapting the environment, teaching and supporting pupils to access education by reviewing adaptations and support systematically, making any necessary changes to improve learning and/or well-being.
- ensuring the identification of all pupils requiring SEND provision as early as possible.
- ensuring that SEND pupils take as full a part as possible in all school activities.
- ensuring that parents/carers of all pupils are fully involved in discussions regarding their child's support and progress.
- ensuring that pupils with SEND can be involved in every aspect of school life and feel respected, feel they belong and valued as individuals.
- developing pupils' confidence, resilience and knowledge so they can keep themselves mentally healthy.
- ensuring a whole-school approach to understanding emotional well-being, mental health and are adopting a Therapeutic approach. Key adults have completed the Adult Mental Health First Aid training with MHFA England and whole school Therapeutic training.
- having high expectations of attendance.
- ensuring that SEND pupils are involved, where practical, in decisions affecting their future SEND provision.
- Supporting transitions for pupils with SEND, within school or on to other settings.

At Homefield Primary School and SSC we recognise the entitlement of all pupils to a balanced, broad curriculum. Our SEND Information Report and policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. Homefield Primary School welcomes all pupils as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities, well-being and attainment are welcomed and are seen to enrich the life of the school.

Information about the Identification, Assessment and Monitoring of Pupils with SEND: Definition of Special Educational Needs:

The Code of Practice states "Children or a young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

- a) Cognition and Learning - pupils have a significantly greater difficulty in learning than the majority of pupils of the same age.
- b) Communication and Interaction - pupils have difficulties with social communication or speech and language skills.
- c) Physical and Sensory - pupils have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the pupils of that age, in schools within the area of the local education authority.

- d) Social and Emotional- pupils have social or emotional difficulties that impact on their learning or their ability to engage socially with their peers.

Pupils with English as a second language - pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. These pupils will be monitored and assessed to attain whether their difficulties are purely language based or affected by their cognitive ability.

The Equality Act (2010) defines a disabled person as someone, who has:

“A physical or mental impairment and the impairment have a substantial and long-term adverse effect on pupil’s ability to carry out normal day-to-day activities”. (EQA Section 6(1))

Special educational provision means:

Homefield Primary School will have due regard for the Code of Practice when carrying out our duties towards all pupils with special educational needs and disabilities (SEND), and ensure that parents/carers are notified when SEND provision is being made for their child. The decision to place a child on the SEND register takes place through discussion with the class Teacher, SENDCo, Senior Leadership Team and parents/carers. We assess the pupil’s needs using appropriate assessment tools and set up the necessary support/interventions. The effectiveness of this support is monitored termly by the Teacher, Senior Leadership team and SENDCo, and is reviewed once a term with parents/carers and their child.

Effectiveness is measured based upon progress towards short and long term targets. This then forms the basis of discussions involving Senior Leadership Team/SENDCo who regularly review the provision across the school, through drop-ins and termly meetings with staff and parents. The Governing Body are responsible for ensuring high quality provision is in place which meets the Children and Family Act (2014) and the Equality Act (2010).

We are currently supporting pupils with: a diverse range of needs, including cognitive learning difficulties, physical disabilities, sensory impairments, emotional, social and mental health difficulties, social communication difficulties including autism, ADHD and Speech and Language difficulties. Specific assessments and tracking processes include:

- Teacher Assessment of reading, writing, maths and science using ‘Insight’ and school-based assessments.
- Standardised tests may be used such as Neale Analysis of Reading, Ability GL Assessment Rapid, SPAR spelling and reading assessment, Sandwell Number assessment and the Boxall Profile.

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;
- (b) the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;
- (c) the school’s approach to teaching pupils with special educational needs and/or disabilities;
- (d) how the school adapts the curriculum and learning environment for pupils with special educational needs and/or disabilities;
- (e) additional support for learning that is available to pupils with special educational needs and/or disabilities;
- (f) how the school enables pupils with special educational needs and/or disabilities to engage in the activities of the school (including physical activities) together with pupils who do not have special educational needs; and

(g) support that is available for improving the emotional, well-being, mental health and social development of pupils with special educational needs.

How the school evaluates effectiveness of its provision.

- SENDCos meet regularly with class Teachers and Senior Leadership at data capture points, to look at the impact of interventions and to discuss future provision for all pupils within their class.
- Interventions are monitored to identify the impact they have had on the pupils. This information is given to the SENDCos and Senior Leadership, a termly monitoring report is produced and shared with Heads of Year and the Senior Leadership Team (SLT).
- Class Teachers will use a combination of Teacher observation, school-based screening, Teacher assessments and standardised testing and termly work assessments to identify pupils with SEND and also to monitor progress. Such assessments are an integral part of the whole school's assessment policy. Where necessary other diagnostic testing may be undertaken by the SENDCo.

The class Teacher completes an Initial Monitoring form for an individual pupil with the agreement of the parent/carer if there are concerns about the child's progress. It is monitored for one to two school terms and discussed with parents/carers.

Parents/carers are informed of any concerns and are encouraged to inform the school promptly of their own concerns. Following discussion with parents/carers the child's name may be included on the school's SEND Register. The pupil's position on the register will be guided by the graduated approach as set out in the 2014 Code of Practice. Provision will be made to meet the child's needs. The school's SEND register is revised termly following SEN reviews. All information is securely stored. The SEN Register is kept by the SENDCo and the Office Administrator responsible for supporting the SENDCo, using the Bromcom programme and is updated regularly.

The SEN Code of practice states, "A child has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to, that normally available to pupils of the same age (including wider development or social needs in order to make a successful transition to adult life);"

- Pupils at School Support also have Individual Learning Passports (with targets linked to their specific need. These are reviewed three times a year by the class Teacher/SENDCos and in discussion with parents.
- Pupils on the SEND register with EHCPs have Individual Learning Passports with targets linked to the outcomes. These are reviewed termly by the Teacher/SENDCos and in discussion with parents.
- If pupils are not making expected progress, SENDCos may decide to consult with outside agencies for advice. These referrals are discussed with parents.
- The school has a SEND Governor who meets regularly with the SENDCos and reports back to the Governing body.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

- The SENDCo meets with the Head Teacher regularly to discuss provision and progress of SEND pupils as well as meetings with class Teachers. New priorities and changes to provision will be discussed and implemented following these meetings.
- Parents/Carers are invited to meet with the SENDCos once a term to discuss their child's progress and to review the outcomes on their child's Individual Learning Passports. The SENDCo will review the progress

of pupils with SEND and discuss the needs of individual pupils and will offer pupil progress/ILP meetings (termly) and other meetings/drop-ins throughout the year.

- There are regular opportunities for contact with parents /carers via some individual pupils and SENDCos operate an 'open door' policy so parents can discuss any concerns face-to-face or via e-mail or on the telephone.
- Parents have access to parent information about their child's year group curriculum. These include termly curriculum outlines, information about trips, key vocabulary and information about homework and how parents can support pupils at home.
- Parents/carers are actively encouraged to work with school staff and support any extra interventions that pupils may undertake. Some interventions require extra activities, such as reading at home whilst others may have maths activities/games etc. During the year we offer parent workshops to help parents to support their child's learning.
- Where appropriate, the school will refer to outside agencies for additional support, advice and programmes. Parents should receive copies of outside agency reports from the Service or via the SENDCo. Some agencies will meet with parents to offer advice and support and the reports may provide advice for parents as well as for the school.

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

- Class Teachers provide daily quality teaching which has been planned to support the range of individual needs within the classroom. If a pupil is receiving support from an outside agency e.g. Speech and Language, then a range of strategies supplied by the agency will be put in place to support the pupil.
- Our team of Teachers and Teaching Assistants work closely together to meet the needs of the individual pupil in order for them to make progress. We teach an adaptive curriculum to ensure that the needs of all pupils are met.
- A number of intervention programmes are in place for pupils who require additional support e.g. Little Wandle Phonics, Reading and Writing interventions, 1stclass@Number, Number Stacks maths intervention etc., as well as pre-teaching of key skills and vocabulary are particularly effective interventions for SEND pupils.
- In English lessons, which are part of the cross-curricular approach across the school, the learning is also adapted either by task or outcome. Learning is scaffolded for different pupils according to their needs.
- In maths sessions pupils are encouraged to use concrete and pictorial methods before more formal written methods are taught.
- The marking system encourages pupils to give feedback on their learning through the use of 'green pen' comments.
- There are a number of different adults that may support pupils with SEND across the school: class Teachers, Teaching Assistants, Learning Mentors, SENDCos and Pastoral support.

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

All pupils have an entitlement to a broad and balanced curriculum, which is adapted to enable pupils to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; staff adapt work appropriately and use assessment to inform the next stage of learning.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Various means are used to meet the needs of individual pupils within the framework of the National Curriculum and the whole curriculum such as:

- Classroom adaptations and planning for individual needs
- Breaking down progress into small steps
- Mixed ability teaching
- Co-operative group work, paired working and small group adult-supported tasks
- A flexible range of teaching approaches
- Use of multi-sensory teaching strategies
- Modification of the building for ease of access for Physical Disabilities pupils.

Additional support for learning that is available to pupils with special educational needs

At Homefield Primary we have two SENDCos who coordinate provision for all pupils with identified special needs across our school. They work in close consultation with class Teachers to devise and monitor support for pupils, along with the other members of the Senior Leadership Team. Within this team we have Family Engagement Support Officers and a Pastoral team, who will support pupils' mental health, well-being, social and emotional development, this is matched to the pupils' individual needs. Teachers and Teaching Assistants run intervention programmes for individual pupils or groups of pupils, this provision is monitored and reviewed on a termly basis. The intervention programmes will often incorporate advice from any outside agencies, such as Speech and Language Therapists. Other interventions include:

- Some pupils have an Individual Learning Passport This will highlight specific targets a pupil is being supported to achieve.
- Communication with parents and carers is vital to our approach and we value and welcome the opinions and concerns of everyone involved with the child. Teachers and members of the Inclusion Team liaise with parents/carers regularly.
- Pupils with SEND are assessed to see whether they need special access requirements for formal examinations. These requirements may involve having a reader or scribe during the test, being given extra time or having larger text to make assessments easier to read.

How the school enables pupils with special educational needs and/or disabilities to engage in the activities of the school together with pupils who do not have special educational needs

Support for SEND pupils is offered in a structured way which respects the needs of pupils as full members of age appropriate classes whatever their needs or disabilities. SSC pupils will be integrated within the main school. For example:

- PE sessions and sports days are planned carefully to be as inclusive as possible and pupils are given the chance to take part in alternative activities when this is not possible.
- Pupils have access to a variety of clubs/events outside school that cater for pupils with SEND.
- Parents/Carers are contacted prior to trips that require specialist provision and the access arrangements are discussed.

Support is available for improving the emotional and social development of pupils with special educational needs

We have Family Engagement Support Officers, Pastoral team and Learning Mentors within our staff. They provide parents, staff and pupils with a range of well-being information. In close liaison with the SENDCos and Senior Leadership Team, they can also refer issues to other, more appropriate and expert services as

required. At Homefield Primary we believe that the development and support of the whole child, including their mental health, social and emotional development, is vital to successful learning and progress. Pupils' views are considered in an age-appropriate way through class discussions and the school council. At Homefield Primary we have:

- Clear safeguarding procedures and policies and all staff have regular training for safeguarding.
- Our Family Engagement Support Officers, Pastoral team and Learning Mentors offer: Nurture provision and Feelings groups, some support on a 1:1 basis for pupils with high level behavioural and/or emotional needs. Some pupils have a member of staff to meet and greet them every morning and settle them into school. We offer a wide variety of support for pupils who may be encountering emotional difficulties and support them to become more independent and develop resilience.
- We have First Aiders who are responsible for pupils with ongoing medical needs. They administer medicine and monitor daily medical needs.

The Graduated Approach - Assess, Plan, Do and Review Cycle.

Assess

Pupils that are identified as needing SEND support by the class Teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. Assessments will be reviewed regularly and will be shared with the pupil's parents/carers. This will ensure that the interventions are matched to the pupil's needs and affect their development. In some cases, outside professionals may support the pupil's learning e.g. Speech Therapists etc.

Plan

The class Teacher and/or SENDCo will formally inform the parents/carers of the pupil's special needs and the planned support and interventions. An agreed date to review the pupil's adjustments, interventions and support will be agreed. This information may be shared during meetings with the class Teacher and/or SENDCo, within school reports and are reviewed on Individual Learning Passports.

Do

The class Teacher will be responsible for working with the pupils who have special needs on a daily basis. The class Teacher will work closely with the SENDCo, specialist staff and Teaching Assistants or Teachers who are carrying out additional interventions, to plan and assess the impact of support and interventions. Also they will discuss any effective teaching strategies which may remove any barriers to the pupil's learning in class.

Review

The pupil's progress and attainment will be reviewed and monitored each term using the school's assessment system 'Insight'. The parents/carers will always have an opportunity to discuss the pupil's development and impacts of interventions with the class Teacher, SENDCo, and if requested, specialists working with their pupil e.g. Speech Therapist.

Roles and Responsibilities (Team around the school)

The Governing Body

The SEN Code of Practice states the Governing Body has responsibility for publishing information on the school's website about the implementation of the Governing Body's policy for pupils with SEN. This includes:

- The kinds of SEND that are provided for, which is outlined in Homefield Primary School's Local Offer (published on the local authority websites – westsussex.local-offer.org/).

- Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the SENDCo.
- Arrangement for consulting parents/carers of pupils with SEND and involving them in their child's education.
- Arrangement for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents/carers as part of this assessment and review.
- Arrangements for supporting pupils in moving between phases of education e.g. transitions.
- The approach to teaching pupils with SEND.
- How adaptations are made to the curriculum and learning environment of pupils with SEND.
- The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for pupils with SEND.
- How pupils with SEND are enabled to engage in activities available with pupils and young people in the school who do not have SEND.
- Support for improving emotional, mental, well-being, and social development e.g. enforcing anti-bullying policy.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting pupils' SEND and support their families.
- Arrangement for handling complaints from parents of pupils with SEND about the provision made at the school.

The Governors liaise with the Head Teacher and SENDCo to determine the school's policies and approach to provision for pupils with SEND, establishing the appropriate staffing, training and funding arrangements and maintaining a general overview of the school's work.

The Head Teacher

The Head Teacher has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for pupil's with SEND.
- Ensuring the SEN policy is implemented.
- Keeping the Governing Body and staff fully informed of issues and provision in regard to SEND.
- Providing opportunities for INSET and training.
- Ensuring the SENDCo is informed of current issues.
- Attending interviews with parents/carers as necessary.
- Working closely with the SENDCo on the development of the SEND policy and provision for pupils with SEND.
- Observe and monitor Teachers' teaching to ensure its high quality and is adapted for individual pupils.
- Regularly and carefully monitoring and evaluating the quality of provision for all pupils e.g. gaining parents'/carers', pupils', staff and Governors' views.

Class Teachers

The Class Teachers have responsibility for:

- Accountability for the progress and development of the pupils in their class, including those with SEND.
- Providing high quality teaching, differentiated for individual pupils.
- Improving progress rates and outcomes for all pupils, with an aim to close the achievement gap between SEND and other pupils.
- Liaising with the SENDCo and members of staff who work with SEND pupils in their class.
- Liaising with external agencies and provide written reports.
- Meeting with the SEND pupils' parents/carers to ensure they understand the pupils' area of strength and difficulty, and share the next steps of learning.

- Teacher-led discussions (supported by the SENDCo) with parents/carers to share their good knowledge and understanding of the SEND pupil's needs and attainment. This will provide an opportunity for the parent/carers to share their concerns and, together with the Teacher, agree their aspirations for the pupil.
- Ensuring that they are aware of the school's policy for SEND.
- Following the agreed procedures with regard to identification, assessment and provision for pupils with SEND.
- Ensuring the appropriate use and deployment of resources, including ICT, visual timetables etc.
- Planning for SEND pupils to be involved in activities, trips or extra-curricular activities, with the involvement of parents/carers.
- Informing colleagues and those concerned with the child, of any information imparted by the parent/carers to be appropriate to the child's progress.
- Writing, implementing and reviewing termly Individual Learning Passports (I.L.P.s) in consultation with parents/carers, support staff and pupils, to set clear outcomes and review progress regularly.
- To record and monitor the provision that is put in place for the SEND pupils, in order to evaluate the impact.
- Guiding the work of Teaching Assistants through planned intervention in relation to targets/outcomes identified on I.L.P.s.
- Ensuring record keeping procedures (group and individual) are adhered to.
- Implementing individual programmes devised by outside agencies.
- Informing Teaching Assistants of individual programmes to be implemented.

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. The SENDCo has responsibility for:

The carrying out, or arranging for the carrying out, of the following tasks in relation to each of the registered pupils who the SENDCo considers may have special educational needs:

- (a) informing a parent of the pupil that this may be the case as soon as is reasonably practicable;
- (b) identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs,
- (c) monitoring the effectiveness of any special educational provision made,
- (d) securing relevant services for the pupil where necessary,
- (e) ensuring that records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date,
- (f) liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made,
- (g) ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution,
- (h) promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- (i) selecting, supervising and training Learning Support Assistants who work with pupils with special educational needs;
- (j) advising Teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- (k) contributing to in-service training for Teachers at the school to assist them to carry out the tasks referred to in paragraph
- (l) preparing and reviewing the information for special educational needs, and the Special Educational Needs policy which outlines the special educational provision, or advice or assistance in relation to such provision or its management; and the assessment of special educational needs, or advice or assistance in relation to such needs or in relation to the management of pupils with such needs.

Teaching Assistants (TAs)

Teaching Assistants (TAs) have responsibility for:

- Ensuring they are aware of the school's SEND policy.
- Supporting pupils, identified by the class Teacher, with individual programmes designed to address SEND Support and EHCP and I.L.P. targets/outcomes or to access the National Curriculum.
- Recording the outcomes of their interventions in the relevant documents so that targets/outcomes set can be accurately reviewed.
- Liaising with the class Teacher/SENDCo/specialists e.g. Speech Therapist.
- Be aware of the pupil's needs.
- Have sufficient skills and knowledge and be aware of the pupil's needs.

Parents/carers

Parents/carers have responsibility for:

- Ensuring their child or children regularly attend school and notifying the school of any absence e.g. medical appointments.
- Informing the school of any change in circumstances or any concerns or worries.
- Supporting the I.L.P. outcomes at home where possible.
- Preparing their child for school by having positive expectations. To support their child to achieve their best possible educational and other outcomes, preparing them effectively for adulthood.
- Attending parents' consultation meetings regularly to share views, wishes and feelings and participate as fully as possible in decisions.

Homefield Primary School also encourages parents/carers to gain independent information, advice and support for pupils and young people with SEN and disabilities across education, health and care; for example:

- Council for Disabled children
- National Network of Parent Carer Forum (NNPCF).
- West Sussex Parent Partnership Service (IASS)
- West Sussex Parent Carer Forum (WSPCF)
- Reaching Families
- Local Offer

Pupils

Pupils have responsibility for:

- Contributing to the setting and reviewing their own learning targets/outcomes for their I.L.P.s through pupil voice.
- Participating in decision-making through expressing their feelings and indicating their choices, (sharing pupil voice).to support their journey to independence.
- Contributing to the assessment of their needs and the progress they make in school by using child-centred planning.

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

We support a wide range of pupils with special educational needs and disabilities. Our staff have undergone training in a number of supportive strategies and approaches e.g. West Sussex Therapeutic Training, Virtual

School, de-escalation, behaviour management, Dyslexia, Autism and Attachment. Our training is sourced from outreach services from outside agencies, a range of Local Authority and independent trainers, as well as in-house training. We aim to ensure that we continue to develop expertise according to the needs of the pupils in our school.

Homefield Primary has a professional relationship with a range of outside support agencies and services including: Speech and Language Therapists, Educational Psychology Service, Occupational Therapy Service, Learning and Inclusion Advisory Team and Social Communication Team (LBAT), Physiotherapy Service, Sensory Support Service, School Health Team, Child Development Centre, CAMHS, IFD, Early Help, as well as close links with Children's Services and Community Police Liaison Officers. We would access these services if a child joins our school that has needs that we have not previously supported or if a member of staff needs training. At Homefield Primary we have a Specialist Support Centre and staff have had training to enable them to meet individual pupil's needs.

Homefield Primary- SSC

At Homefield Primary School we are fortunate enough to have Special Support Centres (SSC) on the Lower school site – Lyndhurst Road and Upper school site – Chesswood Road for pupils with diagnosis of autism and/or social communication difficulties. The pupils are from a wide surrounding area and work with dedicated staff with a wealth of knowledge and experience in the field of social communication conditions and autism.

The aims of the SSC are to enable pupils to 'aim high', in a caring and empathetic environment. The pupils are taught according to their Individual Learning Plans and Education and Health Care plans with personalised targets/outcomes to support their individual social, emotional, mental and physical needs.

In the SSC, the pupils are taught according to the National Curriculum through topic-based activities. In the SSC we take a child-centred approach to teaching and learning and therefore all aspects of their development are carefully planned and taught according to individual needs.

We provide regular speech and language sessions, social skills sessions as well as one to one and group supported class-based activities. The SSC aims to provide every pupil with a supported integration programme to provide opportunities for them to work within the mainstream environment.

The SSC provides a secure environment in which each pupil is provided with opportunities to learn in a way which suits their individual needs. We aim to provide a safe, stimulating and caring learning environment in which all pupils can thrive.

Emotional support is offered to each pupil based upon the principle that participation and relationship-building within all activities of the school and across the whole school community is also central to their role. Teachers and Teaching Assistants are facilitators of inclusion and aim to help the pupils increase in self-confidence and develop their own personal relationships across the school. Independence and taking responsibility for learning are promoted along with encouraging the pupils to participate in a wide range of activities across the school in order to develop and celebrate their strengths.

Information about how the equipment and facilities to support pupils and young people with special educational needs will be secured

Within our school's general budget there are funds to ensure inclusion and make provision for Special Educational Needs and Disability (SEND). An Additional level of funding is also allocated for our Special Support Centres. Resources and any specialist equipment are budgeted for and alternative grants are applied for if available. Pupils' individual needs are mapped out using meetings and provision maps and the

funding is matched appropriately. Funding is used to support eligible pupils to ensure they make the best progress they can, such as:

- Homefield Primary School has some accessibility for wheelchairs with level access and automatic doors.
- There are accessible changing facilities.
- Inclusive toilets.
- Information technology is used to support pupils with additional needs in the classroom. The school possesses I-Pads, lap-tops, e:readers and a range of specialist computer software.

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

Co-production with parents/carers plays a key role in enabling pupils and young people with SEND to make progress. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents to make an active contribution to their child's education and have regular termly meetings to review pupil passports/Individual Learning Passports and to share the progress of special needs pupils with their parents/carers. We inform the parents of any outside agency support and parents/carers are invited to meet with specialist support staff (e.g. Speech Therapists etc.) We have an 'open door' policy, so parents are encouraged to contact either of the SENDCos at any time.

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

Pupils are encouraged to contribute to the assessment of their needs during Individual Learning Passports and annual reviews, 1:1 support session, learning mentor sessions and transition support within school and between settings, preparing pupils at each phase, for the next stage of education, training or employment.

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.

Parents who are dissatisfied with the special educational provision their child is receiving can ultimately complain to the school governors and the local education authority. A complaint could be about the amount of help a child is receiving or the way the school is delivering that support.

Informal Resolution

Initially it is hoped that complaints will be addressed to the class Teacher and through them to the Inclusion team/SENDCos, if appropriate, where problems can be discussed and settled amicably. If not, the Head Teacher will help to resolve the complaint through an informal meeting. If unresolved, a review of the pupil's needs may be implemented to identify areas of concern.

Formal Resolution

In the event that the complaint remains unresolved parents may follow the school's complaints procedures.

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 supporting the families of such pupils

Homefield Primary has a professional relationship with a range of outside support agencies and services including: Speech and Language Therapists, Educational Psychology Service, Occupational Therapy Service, Learning and Inclusion Advisory Team and Social Communication Team (LBAT), Physiotherapy Service, Sensory Support Service, School Health Team, Child Development Centre (CDC), Children Adolescent and Mental Health Support (CAMHS), Integrated Front Door (IFD), Early Help, Though-Full, SPOA, as well as close links with Children's Services and Community Police Liaison.

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

If a parent had concerns about their child or wanted to contact an outside agency for support, one of the SENDCos would meet with the parent/carer or contact them via phone or e-mail. The SENDCo would support them with referrals or give them the necessary information so that they could access local services.

- SENDCos may also direct parents to the West Sussex Local Offer.
- If a pupil with SEND was joining the school, they would contact the office who would arrange a tour/meeting with one of the SENDCos.

The Special Educational Needs Coordinators (SENDCos)

Name and contact number of SENDCos:

Mrs Rix - Homefield Primary Lower School Tel: 01903 204141

Ms Radcliffe – Homefield Primary Upper School Tel: 01903 204141

Or email the school on office@homefield-primary.co.uk

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

Transition arrangements for pupils joining Homefield Primary are well planned and pupils and parents are supported fully. Pupils joining at the start of their Reception year may receive a visit from the class Teacher at the pupil's nursery and are given a range of opportunities prior to starting school to visit and familiarise themselves with the school. Relevant school staff will also visit the Early Years' settings where possible and may organise an additional transition meeting with the parent/carer, nursery practitioners and relevant outside agencies, if necessary.

Homefield Primary has good links with all the local secondary schools. During the summer term there are meetings with secondary school SENDCos, support staff and Learning Mentors to discuss the individual needs pupils. If a pupil has significant needs, a transition meeting is arranged with parents/carers and relevant staff from the new school. Transition booklets may be made to support individual pupil's transitions. Some pupils go on additional visits to ensure they are feeling familiar and confident about the impending move.

Information on where the local authority's local offer is published

- The Local offer for Homefield Primary can be found on the school website and the West Sussex Local Offer.

Equality and disability information.

The admission arrangements for pupils with Special Educational Needs follow the same criteria as for all pupils. These are consistent with LEA Policy and are non-discriminatory.

SSC pupils - The representative of the LA (local authority) in consultation with the Head Teacher and the Teacher in Charge of the SSC determine admission arrangements to the Special Support Centres. Applications for places will generally be for pupils who already have an EHCP (Education, Health and Care Plan). Placements will be offered in relation to the individual needs of the pupil and the number of places available at any one time. Applications for places in the SSC must be through the Special Educational Needs Team (SENAT).

Health and Safety and Risk Assessments

At Homefield Primary we consider the health and safety of all our pupils to be of paramount importance. Please see the following school policies:

- Health and Safety Policies;
- Behaviour and relationships Policy,
- Anti-Bullying
- Outside educational visits and off-site policy
- Security and Fire Policy
- Foundation Stage, Key Stage 1 & 2 Policies.
- Child Protection and Safeguarding policy
- Inclusion Policy/Disability and Equality Policy (Accessibility Plan)
- Managing Medicines Policy
- Admissions Policy
- Attendance Policy

References

- The Equality Act (2010)
- SEND 0-25 Code of Practice (Published 2014) – Revised 2015 and Updated 2020 and 2024
- Children’s and Families Act (2014) – section 69
- Special Educational Needs and Disability Regulations (2014)
- Local Authority Local Offer
- National Curriculum (and EYFS)