



1. What kinds of special educational needs provision is made at Harting School? At Harting School, we value the abilities and achievements of all pupils and are committed to providing, for each pupil, the best possible environment for learning. We encourage children to help each other and develop positive attitudes to those with different needs.

All pupils are entitled to an education that enables them to:

- Access a broad and balanced curriculum
- Become confident people living fulfilling lives
- Make successful transition at different stages of their lives to adulthood

We have a Special Educational Needs Coordinator (SENCO), Cathy Day, who liaises with other teachers and professionals and arranges additional provision for pupils with SEN. She works with the SEND link governor, Jane Thwaites. The Head teacher has completed the SENCO award and the SENCO will have completed it this year.

2. How does the school identify pupils with Special Educational Needs (SEN)? By assessing and observing pupils, in class, as part of daily teaching along with other methods eg termly testing, assessing a range of work, etc, pupils with additional learning needs are identified. This is in addition to dialogue with parents about the family's or pupil's own history. Difficulties with behaviour and social skills are noticed through observations during the school day along with information from parents.

Additional assessment may be done, through observations or testing by the Special Needs Coordinator (SENCO), when children are noted to be having difficulties. These assessments may be suggested by the locality Educational Psychologist (EP) who provides support to the school through an annual meeting and telephone consultations or meetings, as appropriate. Alternatively, the school is currently funded by the locality to have termly meetings with another EP which may also inform the school's assessment methods.

Dialogue between staff and pupils, as well as parents, informs the types of interventions provided. By tracking pupil data, poor progress can be picked up and learning can be monitored. This too aids decisions about choice of other professionals from whom advice can be sought.

3. What should I do if I think my child may have special educational needs?

In the first instance, it is always helpful to talk through your concerns with the class teacher so that they can discuss your child with you. The school has an open door policy but also has planned parents' evening when children's progress is also reviewed with parents. The teacher or parents may opt to have further dialogue and draw on expertise from the school SENCO, who coordinates additional support for children.

4. How does the school review the effectiveness of the provision made for pupils with SEN?

Based on assessment, additional support is provided within the school day. Interventions are generally recognised by professionals as good practice and/or evidence based. These are monitored and reviewed by the SENCO half termly and learning plans are developed so a cycle of 'Assess, Plan, Do and Review' is established. Pupils' and parents' views are sought so that school and home support work in tandem to maximise learning. This may be through dialogue in person or contact books, as appropriate. The SEN governor meets with the SENCO each term to review provision and the curriculum committee review anonymised data, regarding pupil progress.



5. How will staff support my child in class and how will the curriculum match my child's needs?

The curriculum has been developed to be engaging for a range of pupils at differing stages of development (physical, emotional and academic). Teachers are able to differentiate so that children with varying abilities can access learning. Observations of learning and progress influence future planning of teaching with the aim that all children make good progress irrespective of their starting point.

The learning environment can be adapted to suit a range of SEN and the teachers endeavour to make adjustments to meet the needs of all its pupils within the constraints of the classroom or outside areas.

The school building itself is single storey with the exception of an upstairs storage area, which is used by staff alone, and the basement level of the Roundhouse which is more difficult to access due to the steep bank and rough pathway. Doors, within the school, are suitable for wheelchair access and there is parking by the front door, allocated for those with a disability. There is a toilet at the front of the school which is suitable for wheelchair users.

6. How is the decision made about what type and how much support my child will receive?

The SENCO and teaching staff assess children's needs and consider the amount of extra support needed for a child with SEN, unless they have an up to date Educational Health Care Plan when suggested support influences these decisions. Equally they may consult other professionals for guidance and follow their recommendations. Parents are also able to inform the school of their child's needs, especially for underlying medical conditions which are less familiar to the school.

Within the school, children are supported by trained Teaching Assistants. Two of this staff group have trained to a higher level (HLTAs), two are qualified teachers and many have developed expertise, linked to additional learning needs, through continuous professional development offered within the school or by external providers. This group of staff work within the classroom settings and support is offered based on needs and staff's skills.

7. How are the school's resources allocated and matched to children's SEN needs?

We endeavour to support all pupils and use our funds effectively to ensure that all children are supported well. Quality first teaching is offered in classes and we endeavour to provide additional provision or resources to meet the needs of the children, with or without SEN.

8. How will my child be included in activities outside the classroom including school trips?

Pupils with disabilities or additional needs are included in the school's activities, which are adapted to support them. The school has successfully included all children in their residential stays and school trips to date. A range of after school clubs are available but due to staffing levels a parent may be asked to attend, as an additional adult, to support a child with SEN.



At times in the day when children are away from the classroom the school endeavours to ensure that movement around the school is safe and that children are supported, without hampering their social development by being constantly shadowed by adults.

9. What support is available for my child's overall well-being?

The school has a trained Learning Mentor who works with children with a range of social and emotional needs. Additionally we employ a play therapist who works with pupils. The class teachers used the personal, social and emotional curriculum to support and develop all pupils. Children are nurtured and cherished whilst differences are recognised and celebrated – this is central to the Christian ethos of the school. Children are encouraged to become independent learners and take responsibility for their own behaviour in all aspects of school life. Older pupils are given opportunities to support young ones when they are at an early stage of school life through a buddy system.

Children are expected to behave well and those who find this difficult are supported by firm, fair and clear boundaries. This is usually sufficient to support those who would otherwise find good behaviour a challenge.

The school works hard to keep the children safe through assessing risks; developing children's ability to assess this for themselves; and providing a well maintained environment. Equally, the school takes safeguarding extremely seriously so that the staff are regularly trained and all personnel have a DBS check before working unsupervised with pupils. Children's views of school life are sought through class discussions and the school council meetings allow the children to be heard. Pupils are able to talk to teachers and the Head with concerns on a one to one basis just by asking.

10. What training do staff have?

Almost all staff are first-aid and epi-pen trained and have regular updates on asthma care from the school nurse. Inhalers and similar medications are stored in the school office where staff have greater first-aid expertise. They have also had training on how to give medicines in school.

The school has a trained Learning Mentor to support children in various social/emotional ways and a counsellor works within the school twice a week, providing emotional support for a range of needs. The SENCO is a qualified teacher and has previously had this role at another school whilst the Head teacher is a qualified physiotherapist and completed the award several years ago. Most teaching assistants (TAs) are qualified and there are two Higher Level TAs. Additional training for these members of staff has included speech, language, dyslexia and maths courses. As a village school, with a relatively small staff, we endeavour to develop our expertise to suit the needs of the children so that they are all well supported.

11. What specialist help is available at the school?

The school is able to call in other professionals to assess pupils and support learning. These include Speech and Language Therapists (SALT); the Social and Communication team; the Behaviour team; and the Family Link Worker. The school itself has a counsellor who works in the school each week and a member of staff is a trained Learning Mentor. We currently seek advice, through termly meetings, with an Educational Psychologist to support teachers in their support of children with additional learning needs.



12. How will parents find out how their child is progressing or when there are concerns?

Concerns are shared with parents, through informal conversations with class teachers, as well as at parents' evenings or additional meetings. Staff, pupils and families are supported by the SENCO and/or Headteacher (as appropriate) when children have additional needs. Parents are welcome to share any concerns, in the first instance, with class teachers. At Harting School provision is planned and mapped for each child with additional educational needs (AEN). All children's progress is tracked through a computerised system as well as other specific measures applicable to specific children's needs. Any support given is monitored by first assessing the child's skills and then reviewing their progress, at intervals, to see how effective it is. There is a Governor for special educational needs (SEN) who meets with the SENCO each term to discuss support and progress whilst the Governors' curriculum committee review progress of specific groups of children.

Parents have opportunities to discuss their children before and after the school day and, when longer conversations are required, additional time is allocated for meetings with parents/SENCO/Headteacher/child, depending on need. These are in addition to the usual reporting arrangements and parents' evenings. Written documentation, such as education plans, for pupils needing more complex support are co-written by pupil, parents, staff and SENCO. These plans aim to tailor interventions to support a child's needs and provide realistic learning targets.

13. What happens if a child has SEN in Early Years?

Should a child be noted to have additional needs at or prior to their Reception year, the SENCO will liaise with teachers, pre-school and any outside agencies to support learning, as necessary. Programmes are followed, based on advice from specialists or the school's SENCO, as appropriate. Learning Support Assistants (LSAs) work with pupils to support learning and fill educational gaps. They have training from the teaching staff and specialists and have also attended externally provided courses. Pupils' progress is reviewed by work scrutiny, linked to the Foundation Stage goals.

14. How accessible is the school environment?

With the exception of an upstairs storage area, which is used by staff alone, and the basement level of the Roundhouse which is more difficult to access due to the steep bank and rough pathway, the building and grounds are 'wheelchair friendly'. This includes a parking space by the front door and a toilet with space for a wheelchair in the front hall. Areas that are considered a risk to those with visual impairment are marked on their edges with a contrasting colour eg steps in outside areas and are also gated. The Roundhouse has additional balustrades to avoid falls where poor visual acuity may create this risk whilst still allowing access to the basement area. The school works well with the Sensory Support team who provide support for pupils with significant visual or auditory impairment.

15. How can parents become involved in the life of the school?

Many parents are involved in the school as members of the active PTFA which supports learning in a variety of ways. The school has special events within the curriculum which need the support of parents and volunteers to make them successful. Volunteers help within the school in a many ways e.g. hearing pupils read, tidying the school grounds, etc. Parents are invited to worship assemblies through the term and families are welcome to attend Friday 'Read to Me' sessions. A weekly Reading café is run for reluctant readers and their parents. Parents are welcome to discuss their child's additional needs with the class teacher and may be supported by the SENCO to ensure provision is optimal.



16. How are children with SEN consulted about their education?

Dialogue with children about their own needs is important, particularly as they become older. Initially planning for younger children involves the parents and teaching staff whilst the child is supported to make choices to meet their needs. They become more involved in decision making as they develop.

17. How will the school prepare and support my child to join the school or transfer to a new school?

Transition to secondary school is planned more closely for some pupils. They are offered additional, planned visits to their new school and liaison between SENCO's at the two schools ensures that information is passed on to support pupils. The school works very closely with the local pre-school (sharing a member of staff) and has developed links with another newer setting in the village. The school also endeavours to link with schools which are transferring pupils to or from it to ensure a good transition.

13. What other services are available for children?

The Rother Valley hub 'signposts' parents and teachers to resources and groups for support. <http://www.rvhub.org.uk/>



Cathy Day, the SENCO, is able to help parents navigate this website or contact professionals, as appropriate. West Sussex website shows available resources too, through the 'local offer' <https://westsussex.local-offer.org/>



Appendix 1 – summary of provision

Summary of provision by Harting CE Primary School/Governing body and Local Authority		
	School/Governors provide	Local Authority provides
All pupils	<ul style="list-style-type: none"> - HT is trained SENCO (with QTS and SENCO award), who works with SENCO who is experienced - SEN policy, provision and practice in place - Accessibility plan in line with the Equality Act 2010 - Information on Inclusion and SEN provided to parents/carers - SEN governor - Inclusive ethos and curriculum - Range of teaching strategies and learning opportunities - Trained Learning Support Assistants in class supporting literacy and maths - Play therapist/counsellor and Learning Mentor - Tracking of progress - Collaboration and advice from Rother Valley Inclusion hub and SENCO forum 	<ul style="list-style-type: none"> - Financial resources dictated by the number of children and the formula - Published strategy, policy and provision
Pupils with additional needs (SEN)	<p>As above plus:</p> <ul style="list-style-type: none"> - Assessment of barriers to learning (environment, groupings, relevant circumstances) <p>Additional and different provision such as:</p> <ul style="list-style-type: none"> - Individualised or small group planning - Staff collaboration with specialist within the setting and outside agencies - More detailed planning incorporating specialist information - Individualised programmes in more than one area - Increased support - Environmental adaptations 	<p>As above plus:</p> <ul style="list-style-type: none"> - Additional resources by SEN formula <p>Consultation with:</p> <ul style="list-style-type: none"> - SEN General advisors - SEN Advisory service <p>Teachers:</p> <ul style="list-style-type: none"> - Educational Psychology Service - Sensory Support Team (Vision/Hearing) - Social Communication Advisory Teachers



Statutory Provision as specified in a Education Health Care Plan (EHCP)	As above plus: <ul style="list-style-type: none"> - More detailed planning of targets and teaching - Individualised programmes in several areas of the curriculum - Arranging of provision specified in EHC plan 	As above plus <ul style="list-style-type: none"> - Resource panel - Funding for mainstream statements or EHC plans where additional resources are required - Coordination of multiagency assessment including LA Ed Psychology Service(EPS) advice - Production of EHC plan and provision - Support of the annual review of statements or EHC plans – including Special Needs Officer (SNO) support
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Interventions provided (2014/2015):

- Jump Ahead programme – created by an Occupational Therapist to support development of fine and gross movements
- Wordshark – a computerised programme to help with phonics and common word knowledge
- Nessy – a computerised programme to help with phonics learning
- Direct phonics – a series of lessons to help phonics learning
- Toe by toe – a book, followed by parents at home, with some adult support at school to improve reading of letters
- Dyslexikit – a programme designed to help pupils with dyslexia type difficulties
- Project X Code – a reading scheme used as an intervention to improve the use of phonics in reading
- Speech and Language individualised programmes – advised by visiting NHS therapist
- Narrative therapy – a language programme to improve explanations and story telling
- 1st Class@Number- a maths intervention for KS1
- Social skills support – to help pupils at playtime by providing structured play, with adult supervision, or through involvement in other group sessions
- Makaton (basic training) – a signing system to help pupils with language difficulties taught to a very elementary level to most staff
- Booster maths – a programme to help pupils catch up on basic maths skills
- Early literacy support – a programme for year 1 pupils to improve their basic phonic knowledge
- Precision teaching – a 1:1 method for learning some basic facts eg common word recognition
- 1stclass@number2 – a maths intervention for early KS2
- Success@arithmetic – a maths intervention for KS2
- School Start-Speech and language programme for Early Years – focusing on phonics, listening and language
- Robust Vocabulary Speech & Language programme

Additional interventions provided 2016/17