Newick Church of England Primary School

SEND Information Report September

2026-2027

Special Educational Needs and/or Disabilities Coordinator (SENDCo)	**Mrs A Stewart**	**sendco@newickschool.co.uk astewart@newickschool.co.uk**
SEND Governor	**Lucy fisher**	**lfisher@newickschool.co.uk**
Impact review:	**July 2026**	*Review made- July 2026 to reflect changes and to ensure it continues to meet statutory compliance.*
Next impact review:	**July 2027**	

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NEWICK

About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex Local Authority's Local Offer

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.

Vision for SEND at Newick

At Newick C. E. Primary School, we are committed to offering an inclusive curriculum to ensure that every child succeeds and makes the best possible progress whatever their needs and abilities. We have high expectations for every child expecting them to achieve or exceed national expectations at the end of each Key Stage.

High Send Quality SEND support at Newick
High expectations of what children can achieve
High-quality teaching in classroom
Excellent resources including teaching assistants and specialist rooms (Nurture and Sensory rooms)
Excellent training for staff
Responding rapidly to concerns
Working in partnership with parents and professionals

Definition of SEND and who is relates to

At Newick we recognise that any child may at some time require access to additional support for their learning, language or other needs. We aim to intervene quickly when there are concerns however, we do not automatically identify pupils as having SEND in this instance. The school follows the guidance in the SEND Code of Practice (Sept 2014):

Definition of SEND

A child or 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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice: 0 to 25 years, January 2015, Introduction, p. 15)

Definition of Disability

Many children and young people with SEN may also have a disability under the Equality Act 2010. A person has a disability if they have:

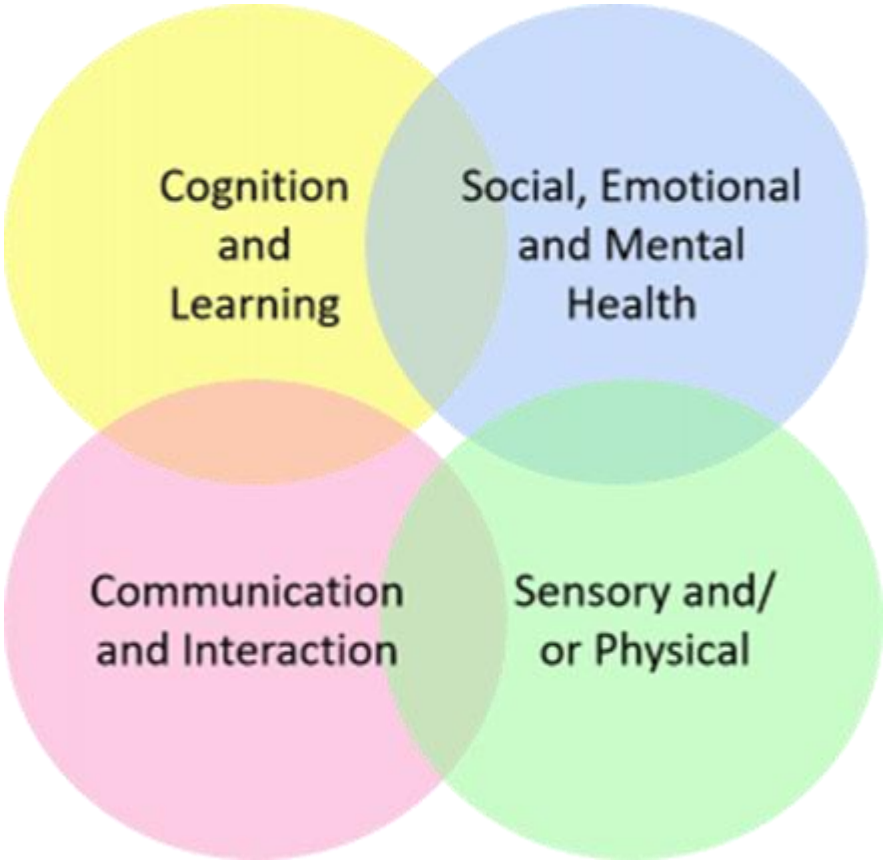
"a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

This definition provides a relatively low threshold and includes more children and young people than many realise. In this context,*"long-term"* means the impairment has lasted, or is likely to last, for at least 12 months, and*"substantial"* means more than minor or trivial.

(SEND Code of Practice: 0 to 25 years, January 2015, p.16).

The types of special educational need requiring provision at Newick

If your child has been identified as SEND, it will be determined which of the four areas will be their main area of need. We promote the ethos of **Quality First Teaching** within school, to adapt and meet learning needs. We will then follow the process of **Assess-Plan-Do-Review** alongside parents/carers, to determine the next steps for your child.



The 4 areas of SEND

Communication & Interaction

- ASC (Autism)
- Speech, learning and communication (SLCN)

Cognition & Learning

- Specific learning difficulty (SpLD)
- Mild to moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound multiple learning difficulty (PMLD)

Social, Emotional & Mental Health

- Children and young people with SEMH may have the following mental health difficulties: anxiety, being withdrawn or feeling isolated, disruptive, antisocial and uncooperative behaviour, temper tantrums, frustration, or anger and verbal and/or physical aggression.

Sensory and/or Physical

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

The kinds of special educational need for which provision is made at Newick is Communication and Interaction Cognition and Learning Social, Emotional and Mental health Sensory and Physical needs. The school also currently

meets the needs of pupils with an Education, Health and Care Plans with the following kinds of special educational need:

- Social, emotional and mental health difficulties
- Autism
- ADHD
- Sensory and physical needs

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

How does the school know if my child needs extra help and what should I do if I think, my child may have Special Educational Needs (SEN)?

- Prior to entry into Newick C of E, transition meetings are held between Early Years staff, parents and the pre-school setting. Families also have the opportunity to discuss concerns during the home visit.

- The SENDCO liaises with appropriate professionals that may be already involved in the life of the child or family and the school operates an “open door” policy for parents to visit and discuss any additional needs their child may have.

- Through monitoring and assessment, a child’s progress is tracked and parents are quickly informed of any concerns through informal meetings and formal reporting.

- Parents of a child on the SEND register are entitled to a meeting with the class teacher termly, should they request one. This can be alongside the SENDCO and will be the forum to discuss progress, desired outcomes and next steps for the individual. The SENDCO runs a SEND Surgery where parents can book appointments to speak about their child’s progress on a Monday afternoon.

- Concerns raised by teacher or TA

- The SENDCO or a member of Senior Leadership Team (SLT) takes up any parent concerns and the child will be monitored.

What should a parent do if they think their child needs additional support?

Talk to us – in the first instance please contact your child's class teacher. You are able to leave a message at the front desk and organise for the teacher to contact you. If you still have concerns you can contact Mrs Stewart who is the Special Needs Coordinator (SENCo). Messages can be left for Mrs Stewart at the front desk, alternatively you can phone the academy or email directly at sendco@newickschool.co.uk.

Our aim is always to build positive and effective relationships with parents and we recognise that conversations about your child needing extra help can sometimes be difficult and emotional. We aim to respond to parent concerns quickly and are happy to be as flexible as possible about how and when we communicate.

Assessment

At Newick we regularly assess pupils reading, writing and maths attainment three times a year to monitor academic progress. We also use a range of assessments with all pupils at various points including:

- Phonics baseline assessments (Reception to Year 2)
- Yr 1 Phonics Screening
- Spelling, Punctuation and Grammar (Years 3 to 6)
- Yr. 3 baseline literacy assessments- assessments in Language Link, Phonological awareness, spelling, reading and comprehension
- National KS2 Statutory Assessment (End of Year 6)
- Early years baseline assessments
- Multiplication check-Times table Rock Stars Soundcheck
- Multiplication Table Check- Statutory Assessment (end of Year 4)
- Teacher assessment of writing

We also use a range of additional targeted assessment tools at various times to determine children's skills and progress across all the four areas of need. This enables us to target extra support appropriately. At Newick we are experienced in using the following targeted assessment tools:

- Language and Speech Link assessments
- Pira and Puma assessments
- Boxhall Profile- SEMH via Nurture

These assessments will allow us to identify any pupils making less than expected progress given their age and individual circumstances. This is progress which

* is significantly slower than that of their peers starting from the same baseline.
* fails to match or better the child's previous rate of progress
* fails to close the attainment gap between the child and their peers
* widens the attainment gap

Identifying Pupils for Extra Support

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. This can take place in the classroom and/or small group or one-to-one intervention. Some children also access ICT software and programmes targeted at developing specific skills.

Identifying Special Educational Needs through Specialist Assessment

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we will consult with parents and may seek specialist assessments to determine the cause of the learning difficulty. We have access to external professionals who are able to complete more specialist assessments:

- Speech and Language Therapy Service (NHS)
- Child Development Clinic (NHS)
- East Sussex ISEND Service - CLASS - Communication Learning and Autism Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- TASS (Team around the school setting) ISEND
- Educational Psychology
- CLASS
- CITES - Occupational Therapy
- County Educational Psychologist

These are professionals with established relationships and a good knowledge of the school. The purpose of these more detailed assessments, especially when sought by the school, is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and recorded on any Learning Plans and reviewed regularly and refined / revised if necessary.

At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. Where it is decided to provide a pupil with SEND support the decision will be recorded in academy records and we will formally notify parents.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and maintain the level of a Learning Plan.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

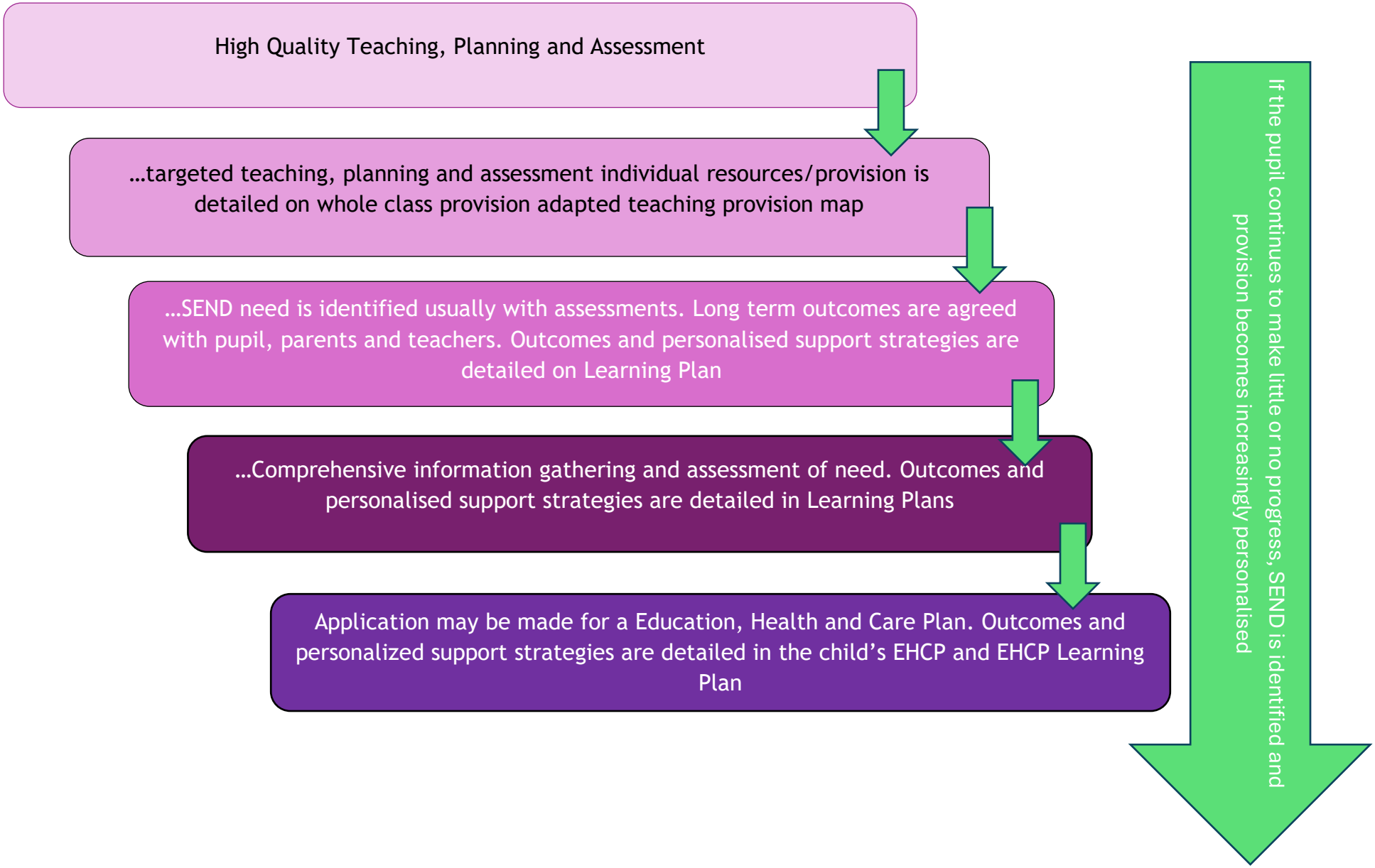
Learning Plan

When, despite the appropriate targeted support, a pupil continues to make little or no progress, or to work at levels considerably below those of their peers, a Learning Plan will be started in collaboration with parents and the pupil to further evaluate needs and ensure very targeted, personalised provision is in place.

Application for statutory assessment

In a very small number of cases where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has exceptionally high needs, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by the school or by parents.

Graduated Response to identifying and meeting SEND needs at Newick School



How will the school support my child?

Who will oversee and plan the education programme?

The school's SENDCO (Mrs A Stewart) will manage the SEND register for children with Education and Health Care Plans (EHCP) and those at SEN support. This is a fluid record of the pupils needing additional support over and above "quality first teaching" strategies. Children will move on and off the register according to progress and needs.

The class teacher and SENDCO oversee the additional programmes set for individuals and small groups. These will be recorded on an Adapted Teaching and Learning Strategies plan. The SENDCO meets with the teachers and teaching assistants on a 2- term basis (3x a year) to review the programmes and decide the next steps for each pupil. This is shared with parents at the termly review of their learning plan (either through face-to-face meetings, email, or phone call).

Sometimes outcomes may be set by other professionals working with a child and these will be taken into account in the school setting.

Who will be working with my child person and how often?

The Learning Plan will outline the additional support an individual child receives over and above "quality first teaching." This could be work with the Class Teacher, TA, Learning Mentor, Volunteer or Specialist Teacher. The frequency and length of an intervention will be detailed on the Learning plan. Progress is monitored in the classroom setting and formally in SEND reviews on a termly basis, we encourage a positive partnership between home and school. External agencies may support an individual child (see page 11 for details).

What will be their roles?

The adult support and additional provision will work towards the achievement of the individual's targets. This may look different from classroom to classroom dependent on the teacher's practices. Examples of provision may be through the delivery of a SALT programme on a 1:1, or sessions with a Learning Mentor to address an emotional need (e.g. through Nurture).

How are the school governors involved and what are their responsibilities?

The school governing body receives a report over 2 terms from the SENDCO to update their knowledge and understanding of the school's SEND needs and provision. It is their responsibility to oversee the policy, provision and procedures of SEND at Newick CE Primary School. Lucy Fisher is the named SEND Governor and she meets regularly with the SENDCO on an informal and formal basis.

Who will explain this to me?

The school's SEND Policy sets out the ethos and procedures followed at Newick CE School. Any requests for additional appointments can be made with the school office or directly with the SENDCO. Parents are welcome to arrange an appointment with the SENDCo to discuss any concerns or progress as part of our 'SEND Surgery' offer. Parents will have access to any external professionals that are working to support their child and consequently may be invited to meetings and receive feedback from reviews where appropriate.

How will the curriculum be matched to my child's needs?

Each individual child should be working at the most appropriate level within a subject- therefore adaptive teaching is key to finding the balance between tasks that are challenging but achievable. It is the teacher's responsibility to deliver "quality first teaching" to provide the support a child's needs to access the curriculum.

How will Newick support my child in the 4 areas of SEND?

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Cognition and Learning		
Wave 1	**Wave 2**	**Wave 3**
Adapted curriculum planning Targeted questioning Modelling of skills High expectations Success criteria shared 1:1 and group reading Guided writing Word mats/alphabet strips/number lines ICT to support learning- where necessary Writing frames Numicon Learning walls Support from Teaching Assistant Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Daily 'Assessment for Learning' strategies embedded All children's progress and attainment is assessed and tracked throughout the year Interactive whiteboard in all classrooms Mixed ability talk partner Visual aids/modelling Pupil and peer modelling	Task boards to break down tasks into manageable chunks Pre-teaching of vocabulary High frequency word games Movement breaks- when necessary SATs Booster (small groups) Phonics Booster (small groups) Numeracy Booster (small groups) Spelling intervention- dependent of timetable and staffing restrictions Comprehension intervention Handwriting group (1:3)- dependent of timetable and staffing restrictions Precision teaching SPaG Booster (small groups) In class support (1:5) Guided group work for specific concept e.g. timetables Individual reading with voluntary reader (when applicable) Increased use of practical based learning methods when possible Ear defenders to aid concentration if necessary	Intense (1:1 where necessary) support in core and foundation subjects Additional individual reading TA support for recording INA support where applicable Plus 1/Plus 2 Fluency Toe- By-Toe for reading Individual arrangements for SATs Personalised use of IT equipment (e.g. Chromebook/iPad) Additional planning and arrangements for transition EP advise and support

Communication and Interaction		
Wave 1	**Wave 2**	**Wave 3**
Adaptive curriculum planning Modelled speech/language Modelled interaction Targeted questioning Talking partners Group work Whole class circle time/discussion time- where appropriate Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better answers Opportunities for individual, pair, group or whole class working Regular communication through informal and formal meetings e.g. parent's evening Class and special assemblies/worships PSHEE curriculum covering key aspects of communication and interaction Role play and Drama	Pre-teaching of vocabulary Nurture group (social skills & self-esteem) Language Link Speech Link Pre-teaching key vocabulary Increased use of modelling Further simplified spoken language Further visual clues used e.g. symbols, Widgit icons	Individual visual timetables Targeted work from Speech and Language Therapy- specific referral required Specialist teacher of Autism for 1:1 CLASS advisor support (referral made if required) Adult Support during free time e.g. break and lunches

Sensory and Physical		
Wave 1	**Wave 2**	**Wave 3**
Adaptive curriculum planning Adaptions to the classroom (when appropriate) Fine motor skill activities such as putty, cutting, cooking and gardening etc. Additional movement breaks School building is accessible for all Classrooms have age appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Seating plans or group tables are used Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities Wobble board	Sensory room- use of specialist equipment Pencil grips Coloured overlays Fidget kits Gross motor programmes (where applicable) Fine motor programmes (where applicable) Small group circle time (ass appropriate 1:6/8) Brain Gym exercises within the daily classroom timetable Playfoam	Individual work station Social stories Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team Individual support with self-care where appropriate In class INA support for sensory and physical needs Sensory circuits 1:1 personalised programme

Social, Emotional and Mental Health		
Wave 1	**Wave 2**	**Wave 3**
Adaptive curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons using SEAL Whole school assemblies/worships Class circle time Talking partners Class visual timetable Golden time House point system Timers Emotion/social resources Praise and high expectations Whole class behaviour charts e.g. house points, conduct points, certificates etc. Class Monitors, School Council Fiddle objects Gardening and Forest School Peer Mediators during playtimes	Nurture group (social skills & self-esteem) 1:1 support from SENDCo Sensory room Mini Nurture drop ins Talk About group Individual reward system & behaviour logs Additional support at playtime (break time and lunchtime clubs) Transition support 1:1 wellbeing meetings Small group gardening programme	Individual work station Individual social stories to teach specific social skills Targeted work from –Behaviour Support, CAMHS, Educational Psychology Soft Start Nurture provision 1:1 SEHM support for specialist teacher for Autism 1:1 Transitions work (KS2) 1:1 gardening- individualised programme Zones of Regulation Peer Mentoring (as appropriate) Home-School record Individual reward systems

How will adaptive teaching help my child?

Adaptive teaching will provide support and challenge for every individual child in working towards their targets. Specific assessments may be used to highlight strengths and weaknesses on a 1:1 basis and these tests will be set by the SENDCO. Parents will be informed of any new outcomes resulting from investigations.

Social, Emotional and Mental Health

In addition, a child's well-being and happiness is closely monitored by all school staff. We are very aware that an anxious or unhappy child will have barriers to learning. All children have a trusted adult in school. A record of this is held by the SENDCO and class teacher. Children are also asked who their trusted adult outside of school is. Children will have the opportunity to work 1:1 or in a small group with a Learning Mentor if their well-being is a concern. The small group work will take place in our Nurture room where the children follow the Nurture programme. We use the Boxall profile assessment tool to support the children's needs as they progress. The nurture room is equipped to support their well-being and is a popular place that children find a calm, safe environment.

How will I know what progress my child should be making?

Newick School seeks to ensure that parents are aware of any their child's progress through informal meetings, phone conversations or letters. The annual school report will formally inform parents of the progress their child has made. Parents will be involved in the reviews of any Learning Plans 3 times in an academic year and can discuss any targets and improvements with the class teacher or SENDCo.

What support will there be for my child's overall well-being?	What support is there for behaviour, avoiding exclusions and increasing attendance?
The Head Teacher- Mrs Faye Lawrence is responsible for Child Protection Safeguarding. Other members of the Senior Management Team are also trained in Child Protection procedures and practices; Mr James Winn – Assistant Head teacher (DDSL), Mrs Ashleigh Stewart- Assistant Head teacher/SENDCO (DDSL), Mr Andrew Taylor – Teacher (DDSL) and Miss Olivia Strachan – Teacher (DDSL). The SENDCO is responsible for the monitoring of pastoral needs and provision. The School Learning mentor- Mrs Hazel Oliver who runs the Nurture provision, liaises with children and families who are having current difficulties. Further referrals may need to be made and this may involve the opening of an Early Help Plan for a family to enable access to the local support network. The class teachers have responsibility for the safeguarding of pupils in their care. All school staff have a responsibility to report safeguarding concerns to 'My Concern', the online portal. These will be followed up by a member of the DSL team. The school's Receptionist/Welfare Officer is presently responsible for children's medical needs and is supported in this role by the SENDCO. The School Nursing Service also supports the school to manage medical issues and vulnerable pupils with Medical Care Plans.	Newick has a clear Behaviour Policy and excellent procedures and practices to support pupils' behaviour and nurture. This is in the process of being updated following therapeutic thinking training. The therapeutic approach will form the main part of the policy. Class teachers are strongly supported by the senior management team and the SENDCO in their management of behaviour. At Newick we put an emphasis on promoting a positive classroom environment and nurture a positive attitude to learning. The Head Teacher and the school office staff meet regularly to discuss attendance concerns. This is also monitored daily by the office and class teachers. Any child with low attendance will be supported to help them improve attendance issues; this may require support from ESBAS. In serious attendance cases, the Head Teacher can issue a fine and there will be involvement from the EWO support team.

How will my child be able to contribute his or her views? We have a strong pupil voice, every child with SEND has the opportunity to meet with an adult and discuss their views and feelings. Children are encouraged to participate fully in school life and their learning. Pupils are provided with significant opportunities to contribute views in the classroom and to be part of School Council Meetings. Children will be made aware of their own targets or "Next Steps" and share the responsibility for monitoring progress towards the required outcomes. These are shared with all the adults that work with the individual child and the parents. For a child that struggles to communicate – provision for the pupil voice will be arranged. This could be through work with a Learning Mentor or another trusted adult.	**What specialist services and expertise are available or accessed by the school?** Are there specialist staff working at the school and what are their qualifications? Although fluid and flexible, the staff at Newick are skilled and experienced professionals. New opportunities for training are taken up by all staff frequently. Our TAs are invited to relevant INSET days and staff meetings. All staff have had significant training on the teaching of phonics and several TAs are qualified to deliver personalised mathematics and literacy interventions. Our TAs are trained to deliver the Sensory Circuits programme, where appropriate, and others offer skills in addressing Gross Motor needs. The Learning Mentor is a trained Nurture practitioner. Our Learning Mentor has also been trained in mental health awareness. All staff have been trained on therapeutic thinking.
How will my child be included in activities outside the classroom, including school trips? Newick has a good record of being able to include pupils with additional needs in all aspects of school life including residential trips. This has involved significant communication with parents and a degree of flexibility in planning, including detailed Risk Assessments. The SENDCO and class teachers are responsible for the planning of additional support and provision in activities outside the classroom and negotiates with parents and school staff to find solutions to problems foreseen. A risk assessment is completed to ensure provision is adequate.	**How accessible is the school environment?** Is the building fully wheelchair accessible? All areas of the building are wheelchair accessible. We have ramps and a lift to gain access to the first floor rooms. We recognise however, that the classrooms create some mobility difficulties for wheelchair users. We have one large toilet on the ground floor but not on the first floor. We do not presently have changing facilities for any of the children other than the toilet areas (see accessibility policy for further details).

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life? What preparation will there be for both the school and my child before he or she joins the school? Prior to entry into Newick C of E, transition meetings are held between Early Years staff, parents and the pre-school setting. Families have the opportunity to discuss concerns at the home visit. The SENDCO liaises with external professionals who are involved and the school operates an "open door" policy for parents to visit and discuss any additional needs their child may have. Transition programmes are in place to support children moving from year to year and then to their chosen secondary school. These involve additional visits to the new environment and preparation books to take home over holidays. The older children get additional opportunities to ask questions to secondary school pupils and sessions to voice worries and concerns. For children with a statement or EHCP, LAC or Adopted, the appropriate secondary school representative will be invited to the final Annual Review, there will be additional transition put in place if agreed between the schools and parents.	**What information will be provided to his or her new school?** Transition programmes are in place to support children moving from year to year and then to their chosen secondary school. Meetings are set up in the summer term to liaise with high school staff regarding SEND and vulnerable pupils transferring schools. All pupil records are passed to the SEND department at the end of the summer term, prior to the children starting secondary. Representative staff from secondary schools are invited to significant meetings in the summer term. We are legally obligated to copy and send on any Child Protection records to the new school. We also retain a copy for our records. **How will you support a new school to prepare for my child?** Meetings are set up in the summer term to liaise with secondary school staff regarding SEND and vulnerable pupils transferring schools. Progress and necessary provision are shared. Records are transferred prior to the children starting the new school.

How does the school judge whether the support has had an impact?

Support and provision is monitored informally by class Teachers regularly and formally once a term by the SENDCO. The SENDCO track the progress and impact of additional provision and meets with the teacher in Pupil progress meetings termly to review the Pupil attainment and Provision maps. Communication with class teachers/ TAs/ the child and the parents provide further evidence. The school's Learning mentor meets with the SENDCO regularly to discuss their caseload and highlight pupils that would benefit from sessions. There are a range of strategies used to track the impact of nurturing interventions, particularly the pupils' voice and parental opinion. Complaints Arrangements for handling complaints from parents of children with SEN about the school's support are within the scope of the school's complaints procedure. Please refer to the Complaints Policy that can be found on the SEN page of the website. Where parents have specific complaints about the Education Health Care Plan (EHCP) procedures, or about the content of their child's EHC plan, they should contact the local authority.

Who can I contact for further information?

Prior to entry- the SENDCO, Ashleigh Stewart will be available to answer any questions or discuss a child's needs. Once on roll, the class teacher will be the initial contact on a daily basis for minor or routine questions or comments. Appointments can be made at the office to see any staff member including the SENDCO and Senior Leaders.

Who can I talk to if I am worried?

The SENDCO Ashleigh Stewart has an "open door" policy for parents to come and voice concerns or pass on information. Her hours are part-time so an appointment can be made at the school office. Class teachers are available for longer conversations at a given appointment time. The Head Teacher is available for concerns over Child Protection or safety, as are the rest of the Senior Leadership Team.

Where can I get information, advice and support?

East Sussex Local Offer

The Government asks that all local authorities (in our case, East Sussex County Council) provide information as clearly as possible so that parents, carers, children and young people can make informed decisions.

The East Sussex Local Offer consists of an information site which outlines how different SEND processes work and what support is available for children and young people with SEND, and their families. It also includes a SEND-specific directory listing local and online services, which you can use on East Sussex 1Space.

Visit the East Sussex Local Offer website at: https://localoffer.eastsussex.gov.uk/

Amaze Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

If you are a child or young person with a special educational need or a disability (SEND), or the parent of a child or young person with SEND, you can contact the Amaze SENDIASS advice line for information and advice.

Visit the SENDIASS website at: https://amazesussex.org.uk/parent-carers/services-and-support/sendiass-advice-line/

Community Integrated Therapies and Equipment (CITES)

CITES are a 100-strong team of qualified occupational therapists, physiotherapists, speech and language therapists, assistants and administrators who provide non-acute therapy to children and young people living in East Sussex.

Visit CITES at: https://www.eastsussexchildren.nhs.uk/about/childrens-integrated-therapy-services/

East Sussex Customer Service for Children's Services

Email: informationforfamilies@eastsussex.gov.uk

Communication, Learning, Autism Support Service +

CLASS (Communication, Learning and Autism Support Service) provides advice, guidance and specialist support for children and young people with communication and interaction needs, including autism. The service works closely with schools and families to help children access learning and achieve positive outcomes.

Find out more information about CLASS at: CLASS | Czone

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i-go

i-go is the East Sussex Children and Young People's Additional Needs Register and free leisure discount card. The card is available for those aged 0-25 with additional needs living or studying in East Sussex. This could include physical, learning, social, emotional, and mental health needs.

Visit i-go at: https://igo.eastsussex.gov.uk/

DCAT SEND Strategy

DCAT SEND Strategy

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.