



SEND Annual Information Report – March 2025

(To be read in conjunction with the SEND policy)

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Name of SEND Governor: Anya Loynes and Mother Jess Reid

School Local Offer link: <https://www.westsussex.gov.uk/local-offer>

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, adapted and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- For further information refer to our Teaching and Learning Policy on our website: <https://www.fishbourneprimary.co.uk/attachments/download.asp?file=398&type=pdf>

Our Graduated Response for Learners:

We have a clear graduated response in the format of an assess, plan, do, review cycle for learners in monitoring their progress and putting additional support into place. For further information on how the graduated response is carried out please refer to our SEND policy on the school website.

<https://www.fishbourneprimary.co.uk/page/?title=School+Policies&pid=45>

For our whole school provision map made for children/young people on our SEND register this academic year see Appendix 1.

How we listened to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Learning review meetings /Reports	All pupils	Termly
Home-School Communication Book	Individual children	Daily
Annual review meetings	Pupils with EHCP	Annually
Team Around the Child/Family Meetings	Individual pupils	As and when required
Thinking circles, book worms, worship committee, sport leaders	Representatives from all Class	Half termly

Questionnaires	All pupils and parents	Annually
Headteacher Meetings	All parents	As and when required
General SEND Meetings	All parents	As and when required

NB: Parents have a choice of a face to face, virtual or telephone consultation.

SEND Data

During the academic year of 2023/2024, we had 38 child/young people receiving SEND Support and 5 child/young people with Education, Health and Care Plans.

This academic year 2024/2025 we have 36 child/young people receiving SEND Support and 6 child/young people with Education, Health and Care Plans. This does not include pending EHCP requests.

The national percentage for children at SEN Support published June 2024: 13.6%

The national percentage of children with EHCPs published June 2024: 4.8%

Our school percentage of pupils at SEN Support for the academic year 2023-2024: 20%

Our school percentage of pupils with EHCPs for the academic year 2023-2024: 2.3%

Our school percentage of pupils at SEN Support for the academic year 2024-2025: 17.2%

Our school percentage of pupils with EHCPs for the academic year 2024-2025: 2.9%

Support Staff Deployment:

Support staff were deployed in a number of roles: Support in class, small group, 1:1 provision, small group intervention, playground support, lunchtime support, First Aid, and/or support for medical needs .

Distribution of Funds for SEND:

SEND funding is allocated in the following ways: Support staff, External Services (See School Offer), Teaching and Learning resources, Well-Being Provision and Staff training

Continuing Development of Staff Skills:

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, book looks and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. Training this year has included: safeguarding for all staff, designated safeguarding, sensory integration, safeguarding, sensory training, communication friendly classroom, PDA training, restorative practice, ELSA, WOWSI

We monitor the impact of this training through a programme of professional discussions, lesson study, lesson drop ins and pupil book study.

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways: Network meetings, moderation events, training sessions, transition meetings, Head teacher briefings

This year 0 child/young people requiring SEN Support and 0 children/young people with Education, Health and Care Plans joined us from other schools.

11 children/young people on our SEND register in 2023-2024 made a successful move to other schools for academic year 2024-2025. This included 9 pupils moving onto their secondary education and 2 with EHCPs.

We supported the transition from local nurseries into our Reception class by visiting the setting, meeting with key workers, setting up different transition activities before children started school and meeting with parents.

The transition from year 6 to secondary school has been supported through transition meetings between teachers and transition day visits.

For children/young people with SEND, we also set up additional transition visits, meetings with secondary schools SENDCos and primary SENDCos.

Parents were included in this process through being involved in formal transition meetings, sharing additional visits and time to speak with new schools.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan and this includes inclusion. This can be found at:

<https://www.fishbourneprimary.co.uk/page/?title=School%26%23160%3BDevelopment+Plan&pid=44>

Our Action Plan for SEND this year has involved:

- SEND newsletters
- SEND website
- Partnership with new school Business Manager
- Transition planning
- Continuing professional development by attending SENDCo network and leadership forums
- Looking at best practice and adaptations for the classroom based on the Ordinarily Available Practice.
- A focus on timely support for all SEND pupils and ensuring progress against their outcomes is being made through observations, book looks and assessments.
- Termly SEND meetings to identify pupils who need further support.
- Continued development of relationships with parents
- Supporting alternative provisions in school and exploring different options working in partnership with families, staff and SLT.
- Provision mapping for whole school
- Sensory training and advice

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should in the first instance talk to the class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEND. For further information regarding complaints please refer to the SEND policy.

This year we received 2 formal complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Leads in our school is Naomi Day – Headteacher, Emily Harris – Assistant Headteacher and Catherine Williams – Assistant Headteacher

The Designated Children in Care person in our school is Naomi Day – Headteacher

The West Sussex Local Authority's Offer can be found at: <https://westsussex.local-offer.org/>

Our Accessibility Plan can be found on our website:

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=1195&type=pdf>

The School Development plan can be found on our website:

<https://www.fishbourneprimary.co.uk/page/?title=School%26%23160%3BDevelopment+Plan&pid=44>

Our SEND Policy and School Information report, including our contribution to the Local Offer) can be accessed via the links on our website:

<https://www.fishbourneprimary.co.uk/page/?title=Send+Policy+and+Local+Offer&pid=135>

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website:

<https://www.fishbourneprimary.co.uk/page/?title=Curriculum&pid=30>

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website:

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=1182&type=pdf>

Our SEND Policy and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEND Information Report: Spring 2025

Appendix 1: Provision for children/young people on our SEND register is:

Provision Map – Whole School – Fishbourne: Term: 1, 2, 3

Area of Difficulty	Wave 1 <i>All pupils QFT (where appropriate)</i>	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Adaptive planning • Small manageable steps for tasks set • Backward chaining of tasks – breaking it into smaller steps. • Ask pupils to repeat back task instruction • Use of timers to know how long to focus for • Model us of open ended questions: I wonder or what if. • Clear and simple instructions, giving one at a time where needed. • Make explicit links to previous learning • Share next steps • Provide scaffolding/ support for learning tasks • Use of memory aids – key word lists, table squares, post its, alphabet strips. • Adapted presentation – paper, size, colour, layout • Spelling aids • Pencil grips • Concrete resources to support understanding – number lines, hundred squares, cuppico etc • Link to real lived experiences • Target seating • Multisensory teaching approaches (auditory, visual) 	<ul style="list-style-type: none"> • Small group phonics – catch up keep up • Small group spelling • Small group reading • Small group Maths • Pre and post teaching to support over learning. • Adaptive assessment accommodations • Use of volunteer army • Nesex • Precision teaching for spelling, reading, Maths • Invitation only Maths intervention – 1st class at number 	<ul style="list-style-type: none"> • Personalised learning environment • 1:1 learning support • Personalised timetable • Personalised curriculum • Personalised assessment process • Individual observations and recommendations • ILPs • Advice from EP, LBAT, ASCT, EYSEND • One-page profiles • Maths for life programme

	<ul style="list-style-type: none"> • kinaesthetic) • Use of computers/ technology • Working walls • Hearing/ vision checks • Fluency in 5 • Numbots • Unstabile cockstacs • Use of child's interests to gain motivation • Planning for real-life experiences 		
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Communication and Interaction	<ul style="list-style-type: none"> • Model language – reflect back correct speech. • Repeat what one child has said and add one word. • Work in pairs/ small groups. • Processing time (10 second rule) • Use of songs/ rhymes • Use of Makaton, symbol communication • Choice boards • When giving instructions, offer simple choices, reduce complexity/ sentence length. • Meet the child at their level • Limit distractions in class environment (noise, temperature, lighting, layout). • Use child's name before engaging a request. • Use of now/ next/ then alongside visual supports • Use of modelling and role-play • Use of photos to support understanding • Visual timetable • Model of functional language – please can I play? Help me etc • Use of reciprocal play • Flexible approach to in class transitions • Follow a child's preferred way to communicate (non-verbal gestures/ body language • Labelling wit pictures and words • Hearing checks through parents 	<ul style="list-style-type: none"> • Small group phonological awareness sessions • Small group pre-teaching of vocabulary/ revisiting of new words. • Lego therapy small group work • Small group SALT targets • Small group good language role models 	<ul style="list-style-type: none"> • 1:1 SALT targets from speech and language therapist • Advice and support from the school link speech and language therapist
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	<ul style="list-style-type: none"> Support children to understand social rules of the setting, eg. Group work, lunchtimes. Awareness of tone of voice/ volume 		
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Emotional, Behavioural and Social	<ul style="list-style-type: none"> Use of social stories Clear and consistent expectations and routines Play/ lunch time peer support - structured led games LSA. Use of a get out for a pupil to leave a situation causing anxiety/ stress Offering choices Quiet space to go to when needed Explicit praise and meaningful feedback. Curious approach - what is this behaviour communicating Restorative practise for behaviour in school Gaining pupil views Peer mentoring Specials jobs in class Decompression time - stress reducing tasks Adapt voice, tone, gesture and body language to deescalate situations Verbal prompts and scripts to enforce expectations Meaningful rewards Mindfulness activities Circle time Building relationship with trusted adult Preparation around transitions Use of co-regulation 	<ul style="list-style-type: none"> Small social skills groups/ nurture groups Use of ABC charts to track patterns/ triggers Tupperary Barn Willow Forest School Mentorship Emotional coaching Self-esteem groups Comic strip cartoons to unpick situations Interoception Curriculum 	<ul style="list-style-type: none"> ELSA Scripted phrases for individuals Individualised timetables/ workstations Alternative provisions - off site Lighthouse in school Individual observations and recommendations Support plans Dog therapy 1:1 transition plans Advice and support from CAPUS - consultations Support from nursing team Spending time supporting younger pupils in school CFT for 2 identified Y5 pupils Soft starts to the morning Liaise with Virtual school for training Advice from EP, LBAT, ASCT, EYSEND
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	<ul style="list-style-type: none"> Provide distractions to deescalate Building meaningful relationships with key adults Ensure learning need are being met Build resilience through timers Gain pupil views/ preferences 		
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Sensory and Physical	<ul style="list-style-type: none"> Implementation of whole class brain breaks/ movement breaks Wobble cushions Tetherbands Pencil grips Writing slopes Weight blankets/ lap rests Fidget toys Ear defenders Sensory bags Brain breaks/ movement breaks Daily mile Target seating Reduction of background noise Use of music to support attention Warnings regarding fire drills etc. Visual cues Listening expectations Use of snacks/ drinks to support Screen mirroring Awareness of non-verbal body language and facial expressions Awareness of noise, smells, lighting 	<ul style="list-style-type: none"> Sensory classroom audits Sensory circuits Exercise programmes for fine and gross motor skills Handwriting groups Use of body mapping to support interoception. Invitation only sport clubs Consideration around eating needs/ support/ smells 	<ul style="list-style-type: none"> Personalised sensory programme Sensory assessment on individuals Sensory, focus, recovery cycle personalised timetable Advice and support from OT Radio aids Talking equipment Personalised furniture/ equipment Adaptive equipment - colour balls. Size of balls etc. Individual work stations Alternative places to eat food Interoception curriculum Medical training Health care plans Advice from EP, LBAT, ASCT, EYSEND, SST/ Mobility Officer
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Appendix 2: School Local Offer - support for children with Special Educational Needs or Disabilities

Background: The Children and Families Act 2014

The Children and Families Act 2014 takes forward the Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reformed the systems for adoption, looked after children, family justice and special educational needs.

The Government has transformed the system for children and young people with special educational needs and disabilities (SEND), so that services consistently support the best outcomes for them. The Bill extended the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: it sets out a new approach to special educational needs and disability.

Progress and next steps are implemented by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan (EHCP).
- extending rights and protections to young people in further education and training and offering families' personal budgets so that they have more control over the support they need.
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

What is the local offer?

The local offer is a key requirement of the government reforms within the Children and Families Act 2014.

Each local authority is required to collaborate with children and young people with SEND and those caring for them, to co-produce a local offer. This offer will provide information about the services available to support children with SEND and their families and demonstrate how these services can be accessed and what can be expected from each school. Each school is required to contribute to this offer by publishing the details of how they endeavour to support and enhance the learning experiences for pupils with SEND.

In order to communicate this offer effectively, 14 questions have been devised in consultation with parents, carers and other agencies. These questions reflect their concerns and interests and answers to them are intended to provide the information you need to plan for your child's learning experiences.

Fishbourne C.E. Primary School's Local Offer

1. How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

Pupils' progress is assessed and monitored throughout their school career by class teachers, the SENCo, the senior leadership team and the Governors. Teachers collect data using various tools including observation, assessing early learning goals, the phonics screening check, monitoring pupil progress towards age related expectations and standard attainment tests. This assessment data is both moderated and analysed to create a detailed picture of the progress, attainment and targets for each pupil. If expected progress is not being made, additional in-class support is offered. This support is identified in planning and progress is closely monitored. Often this is sufficient to bridge the gap; however, some pupils require further support and intervention. If this is the case, we will talk with you to agree the next steps. Various screening checks are available to help us identify areas of strength and specific gaps in learning. These can be completed by the SEND team in school or through the involvement of outside agencies such as the Educational Psychology Service, Speech and Language Therapist or Learning and Behaviour Advisory Team, according to the child's identified needs. Through ongoing assessment and observation, a detailed picture of the pupil's learning needs can be established, which is used to inform the delivery of suitable support or intervention.

2. How will I know how Fishbourne Primary School supports my child?

In order to help children who have special educational needs, the school will adopt a response that matches the child's needs and may bring in specialist expertise if necessary. The school will record the steps taken to meet the needs of individual children as necessary. The pathway to additional support is likely to be different

for each pupil as their needs change and they progress through school; therefore, identification takes place at different points in their school life.

Having identified a child's individual learning needs, specific targets and interventions are planned which will provide personalised learning opportunities designed to close the gap. The impact of these interventions are evaluated each half term to ensure pupils make the best progress they are capable of.

This targeted provision is planned, delivered and monitored by class teachers with the support of learning support assistants. The SENDCo supports class teachers with this process and is available to offer advice and support. SEND provision is recorded and monitored using individual or group learning plans.

The school's governing body are involved in supporting children identified with additional needs and we have a designated governor with responsibility for SEND.

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

Quality teaching is essential to meet the needs of all children. Thorough, appropriately personalised planning is used to support the learning needs of all pupils and will involve a range of learning styles, targeted support, teacher-guided groups and the use of effective learning resources and ongoing assessment for learning.

The range of resources that are available is considerable and can range from everyday equipment to specialist resources. A range of out of class interventions are also used in school to support learning when class based action does not fully meet a pupil's learning needs.

4. How will I know how my child is doing?

A newsletter with an overview of your child's learning for the forthcoming term will be sent home termly. Long term plans for each class are available on the website. We hold learning review evenings in the autumn and summer terms for parents and teachers to review the progress and attainment your child has made and agree future targets together. Our reports are sent out mid-year and targets set for the summer term. If you have minor concerns the class teacher is available in the playground at the end of the day and the SENDCo is available via email, or if you have a more significant concern then you will need to make an appointment with the appropriate member of staff to ensure they are available and they have the correct information to hand. If your child has an Educational, Health and Care Plan an annual review will be held in school to consider the impact of current provisions and future plans. Some pupils may benefit from regular communication between home and school; a home school link book will be used to record significant events and achievements. This also helps provide a consistent approach in both settings.

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

The safety and well-being of all of our pupils forms the foundation of all we do in school. We endeavour to ensure that each child reaches their potential in an environment where they know they are safe, valued and accepted. As a team, the teachers, support staff, ELSA (emotional literacy support assistant) and senior leadership team work to create an ethos where pupils want to learn and achieve, where they find learning irresistible and where they know they are supported and encouraged as they face different challenges.

Our ELSA works with children targeting social skills, self-esteem, emotional wellbeing and anger management for pupils who have been identified by staff/parents.

At Fishbourne Primary we have an established mentoring scheme where any adult member of our school volunteers to spend time regularly with an individual child. This ensures that those children have a champion in school, someone who believes in them and is always there for them.

In everything we do at Fishbourne CE Primary School we believe that there is *'Only one you - uniquely created by God'*, each and every member of our learning community has an important contribution to make both to our school and to the wider world. This belief has a huge impact on the way that we support our children and families, and in our approach towards learning.

Most importantly, we strive to personalise rather than standardise learning for each member of our learning community. By knowing each other well and building positive relationships between children, staff and

parents, we ensure that each individual has the very best experience of learning. Children's learning is personalised to meet their needs, offering the support and challenge needed at the right times to ensure that they thrive.

We have developed a strong philosophy for teaching and learning. Our curriculum is unique. We design it for the children at Fishbourne and at its heart there is a commitment to developing a set of core learning behaviours that our children will need for a lifetime of learning. By the time the children come to the end of their time with us, we will have nurtured and supported them to become courageous, determined, positive, collaborative and reflective learners. They will be ready for their next adventure and confident about tackling the challenges that lie ahead!

Pupils with medical needs

If a child has a medical need then a detailed care plan is compiled in consultation with parents/carers and the school nurse or other agencies. These are discussed with all staff who are involved with the pupil. Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school on completion of a medication form.

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

At times it may be necessary to consult with outside agencies to receive their more specialised advice and expertise. Parent/carers will be required to fill in a consent form. Agencies used by the school include:

- Educational Psychologist Services
- School Nurse service
- Inclusion and Learning Support Team
- CAMHS (Child & Adolescent Mental Health Service)
- SEN support (eg Portsmouth Downs Syndrome Association)
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Integrated Prevention and Earliest Help Service (Early Childhood Service, Children and Family Centres, Think Family, Early Help Youth Services, Healthy Child Programme, including health visitors, school nurses and the Family Nurse Partnership).

7. What training have the staff supporting children and with SEND had or are having?

Each member of staff undergoes a programme of continual professional development. This includes in-service training days, appraisals, lesson studies / observations and staff meetings.

In addition, training in the following areas has been undertaken:

Safeguarding

Autism awareness

Speech and language therapy

Makaton signing

Phonological awareness

Children's mentor training

Team Teach

Downs Syndrome education

Gender Identity Awareness training

Precision Teaching

Management of Challenging Behaviour

First Class at Number / Success at Arithmetic

NCETM Maths Mastery Teacher Research Groups

National SEN training: The National Award for Special Educational Needs Coordination

PDA: Pathological Demand Avoidance

Sensory Integration

Restorative Practice

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

The school is committed to providing effective learning opportunities for all pupils. As outlined in the 2014 National Curriculum statement on inclusion, the school aims to:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Staff will communicate regularly with the parents of pupils with additional needs and seek the views of the pupils themselves on a regular basis. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that that an intensive level of 1:1 or even 2:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

9. How accessible is the school environment?

The school building is accessible to wheelchair users through the front door of the school. It is a single story building so wheelchairs can move around within it. We have an accessible toilet facility for staff, visitors and pupils. We also have an accessible parking bay.

Our whole school community are learning Makaton signing. We have a link to 'the sign of the week' on our school website and the children are introduced to the current sign in assembly. We also have a 'Sing and Sign' club to which all children are invited. We work closely with the occupational therapy team to ensure appropriate accessibility for all. As a school we are happy to discuss individual access requirements.

10. How will the school prepare and support my child when joining Fishbourne C.E. Primary School or transferring to a new school?

We understand what an anxious time starting or moving schools can be, therefore strategies are in place to enable the pupil's transition to be as smooth as possible. On entry, a transition programme of visits in the summer term for pupils starting in September including visits with parents/carers, visit with Pre-school and a visit to their new class (without parent/ carer), is put in place. Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school. The Reception teacher will visit children in their pre-school setting, and at home if requested. If parents or teachers feel a child is not ready for full time school, they can remain part time until the term they turn five.

Transition into the next setting will follow a similar pattern of pre-visits, information sharing and if necessary a graduated transition. Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

11. How are the school's resources allocated and matched to children's special educational needs?

Specific learning resources are allocated by class teachers and the SENDCo. The specific allocation of resources is dictated by individual needs and the statutory requirements of an EHCP. The guiding principle is for all pupils to be able to access their learning effectively and by doing so make good progress.

The resources for all pupils are administrated by the head teacher, governing body and the senior leadership team.

12. How is the decision made about how much support my child will receive?

Having identified the strengths and gaps in learning, desired outcomes are put in place. The SLT and SENDCo, in consultation with the class teachers, will agree the level of support needed to meet the desired outcomes.

13. How are parents involved in the school? How can I be involved?

Parents play a vital role in the life of the school as Governors, Friends of Fishbourne School, extra support for readers, volunteers on school trips and helping at or leading after school clubs.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy regarding your child's schooling, please contact one of the following:

- Your child's Class Teacher
- Mrs Naomi Day - Head Teacher head@fishbourneprimary.co.uk
- Mrs Joanne Angell – SENDCo sendco@fishbourneprimary.co.uk

Appointments can be made with any of these people through the school office.

Tel: 01243 785974 office@fishbourneprimary.co.uk