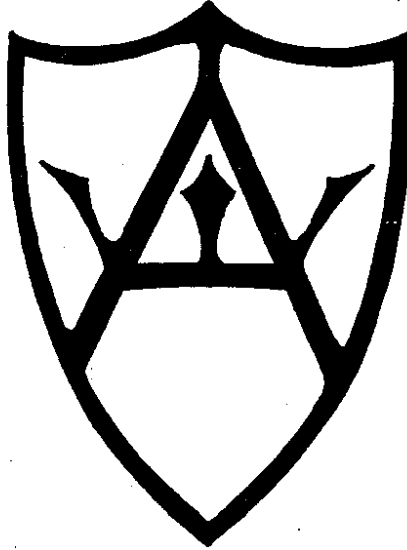


ALFRISTON SCHOOL



SEND Policy and Information Report

Approved by the Governing Board: Sept 2026

Next Review: Sept 2027

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

At Alfriston, we have a fully inclusive approach to education and believe all children should have their needs met in a safe, supportive and accessible environment. We strive to provide a broad and balanced curriculum for all that is inspiring, creative and challenging, so that regardless of race, gender, background or needs, every child reaches their full potential in terms of personal, educational, emotional and social development. We celebrate determination as much as achievement in all aspects of school and wider community life.





Life Value: Collaborative Bee

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment. We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.

OUR VISION – CURRICULUM INTENT

We have high aspirations for all of our children to be safe, happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success, make meaningful connections and develop a lifelong love of learning. Every child feels valued and cared for – they have a sense of belonging and are proud of their achievements. Our curriculum not only uses our beautiful location to enrich the learning of our children but is also outward looking so that they are respectful global citizens.

'Fair, Friendly, Fulfilling & Fun!'

ALFRISTON SCHOOL



Life Value: Curious Meerkat

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences. We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



Life Value: Independent Cat

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.



Life Value: Creative Spider

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.



Life Value: Determined Tortoise

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

Kind Hands
Kind Feet
Kind Words
Kind Everything

2. Legislation and guidance

This SEND Policy and Information Report is based on the statutory Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015, updated September 2024) and the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Schools SEN Information Report Regulations 2014
- The Special Educational Needs and Disability (First-tier Tribunal Recommendations Power) Regulations 2017

3. Definitions

A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of other children of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

4. Roles and responsibilities

a. The SENCo

Our SENCo is Caroline Caley. She is an experienced teacher and has gained the National Award for Special Educational Needs Co-ordination – a mandatory postgraduate qualification for school SENCos.

Mrs Caley works one day a week, this is usually on a Thursday. The headteacher, Mrs Hudson is available every day and can also be contacted with regards to SEND.

If you would like to contact Mrs Caley or Mrs Hudson you can either call the school on 01323 870203 or email office@alfriston.e-sussex.sch.uk

The SENCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have Education Health Care Plans (EHCP)
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies to ensure that children with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps the records of all children with SEND up-to-date

(SEND Code of Practice: 0 to 25 years, January 2015 - 6.84 – 6.94)

b. The SEND governor

Our governing board fulfils its statutory duty towards children with SEND in accordance with the guidance set out in the SEND Code of Practice 2014. In particular, the governing board ensures that:

- Arrangements are in place in school to support children with medical conditions (3.66)
- A SEND information report is published annually (6.79)
- There is a qualified teacher designated as a SENCo for the school (6.84)

The governing board also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

(SEND Code of Practice: 0 to 25 years, January 2015 - xix, xxi, 1.27, 1.28)

Our SEND Governor is Mr Gus McCloy.

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

c. The Headteacher

Our headteacher is Lindsey Hudson.

She will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of children with SEND

d. Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- Providing high quality teaching, including adaptations for individual children who have, or may have, SEN
- Working closely with any teaching assistant to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCo to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow the SEND policy

(SEND Code of Practice: 0 to 25 years, January 2015 - 6.17, 6.36 – 6.39)

5. SEND Information Report

5.1. What types of SEND do we provide for?	SEND Code of Practice: 0 to 25 years, January 2015, reference
○ Cognition and Learning – for example, dyslexia, dyscalculia and dyspraxia, children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) ○ Sensory and Physical – for example, visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD), sensory processing difficulties, hypermobility and epilepsy ○ Communication and Interaction – for example, speech language and communication needs (SLCN) and Autism ○ Social, Emotional and Mental Health – for example, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder	6.28-6.35
5.2. How does the school identify children with special educational needs and disability?	
Reception children – on entry The class teacher will visit your child's pre-school/nursery settings, where they will observe your child and speak to their keyworker. We will also have individual meetings with parents/carers of new children entering Reception. We will then assess each child's current skills and level of attainment on entry, through observation, baseline assessment, Speech link and Language link assessments, which will build on the information gathered from the pre-school and home setting. Where relevant we also obtain information from other agencies who have worked with your child e.g. speech and language therapists. Children in other year groups We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children, difficulties become evident only as they develop (6.20). Therefore, class teachers will make regular assessments of progress for all children and identify those whose progress: ○ 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 This may include progress in areas other than attainment, for example social needs. If staff think that your child has SEN, the class teacher, working with the SENCo will carry out a clear analysis of the child's needs. This will draw on: ○ The class teacher's assessments, observations and experience of the child ○ The child's previous progress, attainment or behaviour ○ The child's development in comparison to their peers and national data ○ Data from formal in-school assessments e.g. Speech link, Language link, dyslexia screening (DST-J), Yorkshire Assessment for Reading Comprehension (YARC), Helen Arkell Spelling Test (HAST), Sandwell Maths Assessment, Boxall Profile (social, emotional skills) ○ The views and experience of parents/ carers ○ The child's own views ○ Advice from external support agencies, if relevant.	6.14 – 6.25

We will use this information to determine the support needed and whether this can be met through in-class high quality teaching using adaptations, or whether a targeted intervention outside the classroom is needed. Such interventions may be delivered by the class teacher or a teaching assistant and will be tailored to the child's specific area of need. Some children require provision that is additional to or different from that ordinarily available. In these cases, we use our best endeavours to ensure that such provision is made available for those who need it. (1.24) Where it is decided that a child requires SEN support, this will be discussed with parents/ carers and then recorded on an APDR (Assess, Plan, Do, Review) document. This document outlines the child's identified needs, the support to be provided, and the intended outcomes. Children with more complex needs may have an Additional Needs Plan (ANP). This is a more detailed planning document that may also be used to support an application for a statutory assessment for an Education, Health and Care Plan, if appropriate. The ANP is reviewed three times a year in partnership with parents, carers and the child (where they are old enough) ensuring that progress is monitored and support remains appropriate to the child's needs. At this stage, a child with an APDR may not necessarily be on the school's SEND Register. Their progress and development will be carefully monitored, and parents/carers will be formally informed if it is decided that the child meets the criteria for SEN Support and should be placed on the SEND Register. Please note: Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.23) Difficulties related solely to limitations in English as an additional language are not SEND. (6.24) Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. (6.21)	
5.3. What should I do if I think my child may have special educational needs and/or disability?	
○ You should talk to your child's class teacher. The class teacher will discuss your concerns with the SENCo ○ Your concerns about your child's development will always be listened to and taken seriously as we recognise that you know and understand your child better than anyone ○ We also listen to and address any concerns raised by children themselves	6.20
5.4. How will the school adapt the curriculum and learning environment to match my child's needs?	
We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes across our broad and balanced curriculum, whether that is	1.34, 6.12, 6.82

through reasonable adjustments for a child with a disability or special educational provision for a child with SEN.

We make the following adaptations to ensure all children's needs are met:

- Teachers use **adaptive planning and teaching** to ensure that all children are able to access it and achieve success, for example:
 - Using formative assessment
 - Identifying barriers and misconceptions
 - Flexible grouping - small group, 1:1, mixed ability, peer partners
 - Content of the lesson – balancing input of new content so that children master important concepts
 - Teach vocabulary
 - Pace of the lesson
 - Provision of alternative recording methods - scribing, use of technology, mind mapping, photographs
 - Outcomes expected from individual children – depth of learning
 - Materials used e.g. practical resources
 - Pre-teach sessions
 - Provision of alternative location for completion of work – individual work station, quieter break-out room
 - Use 'in the moment' adaptations
- We **adapt resources and staffing** to ensure that all children are able to access the curriculum, for example:
 - Visual resources to support auditory memory processing
 - Use of laptops for children with recording needs
 - Place staff where there is most need
- We use **recommended aids**, as necessary, to ensure that all children are able to access the curriculum, for example:
 - Enlarging of print for children with a visual impairment
 - Most advantageous positioning for children with a hearing impairment within the classroom and use of aids, as recommended
 - Use of coloured overlays
 - Sensory cushions, weighted blankets for children with sensory issues
- We endeavour to ensure that all classrooms are **dyslexia friendly** including, for example:
 - use of pictorially labelled resources
 - word walls
 - word/ phonic prompt mats
 - highlighting pens and reading rulers
 - coloured interactive boards
 - alternative means of recording
 - modelled and shared writing opportunities
- We endeavour to ensure that all classrooms are **autism friendly** including, for example:
 - use of visual/ personalised timetables
 - prompt/sequence cards as necessary
 - areas of retreat
- We endeavour to ensure that all classrooms are **communication friendly** including, for example:
 - use of visuals in lessons

➤ 'chunking' of instructions ➤ use of the 10 second rule to allow processing time ➤ pre-teaching of key vocabulary The school will make every effort to make reasonable adjustments to ensure that all children can access the full range of opportunities offered within the curriculum – see our Accessibility Plan on the school's website - https://www.alfriston.e-sussex.sch.uk	
5.5. How will my child's progress be monitored and reviewed?	
The school has a graduated approach to SEND support following the cycle of 'Assess, Plan, Do, Review.' Decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes (this process is followed for both APDR and ANP plans). ASSESS: The class teacher, working with the SENCo, will carry out a clear analysis of the child's needs. This may draw on: ○ The class teacher's assessments, observations and experience of the child ○ The child's previous progress, attainment or behaviour ○ The child's development in comparison to their peers and national data ○ Data from formal in-school assessments e.g. Speech link, Language link, dyslexia screening (DST-J), Yorkshire Assessment for Reading Comprehension (YARC), Helen Arkell Spelling Test (HAST), Sandwell Maths Assessment, Boxall Profile (social, emotional skills) ○ The views and experience of parents/carers ○ The child's own views ○ Advice from external support agencies, if relevant. PLAN: The class teacher and SENCo will agree, in consultation with parents/carers and the child, the adjustments, interventions and support to be put in place. The child's needs, targets, support and outcomes will be recorded on the APDR (Assess, Plan, Do, Review) sheet and all teaching and support staff will be made aware of this. The APDR sheet supports the tracking of SEND support provided as well as the impact of this support. DO: The class teacher will work closely with teaching assistants and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The class teacher remains responsible for the provision and progress of the children. REVIEW: Pupil Progress Meetings are held at least three times per academic year with the headteacher, SENCo and class teacher to monitor the progress of each child and effectiveness of the support and interventions provided. Parents/carers of children with SEND will also formally meet with the class teacher three times a year to review provision and progress and set new targets. The review meetings will make sure that: ○ Parents/carers have clear information about the impact of the support and interventions provided and progress made by their child during this cycle ○ Parents/carers are involved in planning next steps	6.44 – 6.56

○ Everyone understands any changes to be made, including carrying out further assessments or making referrals to outside agencies ○ Everyone is clear on the outcomes and provision for the next cycle ○ A date for reviewing progress is agreed Education, Health and Care Plan (EHCP) Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents/carers. In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC Plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. Parents/carers are always fully involved in this process. Reviewing an EHCP EHCPs are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents/carers, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/carers, the SENCo, and other relevant adults, will be invited to the review meeting. Before the meeting we will: • give notice to all parties at least four weeks before the meeting and seek advice and information about the child; • send out any advice or information gathered to all those invited at least two weeks before the meeting. We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting. Where a child is looked after by the Local Authority, we will endeavour to synchronise EHCP reviews with social care reviews.	6.63 9.2 9.166 – 9.176 10.20
5.6. How is the decision made about what type and how much support my child/young person will receive?	
○ Each child is assessed individually and appropriate support is put in place ○ Additional assessments from outside services, such as educational psychologists, occupational therapists, language and learning support, and speech and language will inform the types of support and/or resources needed ○ Pupil Progress Meetings are held with the headteacher, SENCo and class teacher to track progress and decide whether changes need to be made to provision to ensure good progress towards targets	6.44 – 6.56

Parents/ carers of children with SEND will also formally meet with the class teacher three times a year to review provision and progress and set new targets.	
5.7. How do we consult with parents/carers of children with special education needs and disability, and involve them in their child's education?	
We are committed to working in partnership with parents/carers. We wish to provide parents/carers with the information and support necessary to enable them to fully participate in decision making about the provision for their child in order for them to achieve the best possible educational and other outcomes. Parents/carers of pupils with SEND will meet formally with the class teacher three times each year to discuss, plan and review the support provided, as well as the pupil's progress. Wherever possible, these will be scheduled alongside the school's regular parent/carer consultation meeting. To ensure sufficient time for meaningful discussion, a double appointment slot will be allocated. These review meetings will ensure that: - Parents/carers have clear information about the impact of the support and interventions provided and progress made by the child during this cycle - Parents/carers are involved in planning next steps - Everyone understands any changes to be made, including carrying out further assessments or making referrals to outside agencies - Everyone is clear on the outcomes and provision for the next cycle - A date for reviewing progress is agreed The SENCo is available during some of our parent/ carer consultation meetings, to attend, if required. Other opportunities for parent/carer engagement: - We have an Open Door Policy to encourage open communication, feedback and discussion between school and home – see the policy section on our school website - https://www.alfriston.e-sussex.sch.uk - Parents/carers can arrange a more private meeting with the class teacher and/or SENCo if there is anything of a more serious or private nature to be discussed - There will be a transition meeting in term 6 if your child is transitioning to a new class teacher e.g. Reception to Year 1, Year 2 to Year 3 or Year 4 to Year 5 - Reports from external agencies will be shared and discussed - The class teacher issues mid-year and end-of-year reports to parents/ carers - Develop understanding of the curriculum, through attendance at presentations, workshops, SEND forums run by the school - Attend workshops or courses run for parents/carers by external agencies e.g. East Sussex family hubs, East Sussex Children's NHS Service.	6.64 – 6.71
5.8. How do we consult with children with special education needs and disability, and involve them in their education?	
We have regard to the views, wishes and feelings of children as they are expressed, both informally around the school and through formal channels, such as pupil voice activities undertaken with the SENCo and/ or teaching and support staff. Children's self-evaluation in learning is actively encouraged throughout the school. We provide children with SEND with the information and support necessary to enable graduated participation in setting their APDR or ANP targets and provision and reviewing their progress towards them.	6.70

5.9. What support will there be for my child's overall well-being?	
We are an inclusive school with a caring and understanding team who welcome and celebrate diversity. We recognise the importance of physical and emotional health and are committed to ensuring children's safety and well-being. We believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. As well as regular Personal, Social, Health and Economic (PSHE) lessons and nurture opportunities, we provide additional, pastoral support for children's emotional, social and behavioural needs. This may include: ○ social skills and friendship groups ○ pupil voice activities ○ individualised, supportive behaviour programmes For more information, view our 'Mental Health and Emotional Wellbeing' policy on our school website - https://www.alfriston.e-sussex.sch.uk/website Our 'Behaviour policy' reflects the values of the school, and encourages all children to make a positive contribution to the school and wider community – see the policy section on our school website - https://www.alfriston.e-sussex.sch.uk Prescribed medicine can be administered in school with signed parental permission and where it would be detrimental to a child's health or school attendance not to do so. We have staff who are trained to administer medication. There are nominated first aiders in school and several members of staff have first aid qualifications. If your child has significant medical needs you should speak to the headteacher, SENCo or School Business Manager to discuss how we can best support you and your child. This might include drawing up a Health Care Plan, and seeking advice or training from medical specialists. The class teacher has overall responsibility for the well-being of every child in their class. If you have any worries, speak to the class teacher first. If further support is needed, the class teacher will speak to the SENCo or headteacher.	4.32
5.10. What specialist services and expertise are available at or accessed by the school?	
We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of children at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents/carers are always involved in any decision to involve specialists. We may involve specialists at any point, to advise on early identification of SEND and/ or advise on effective support and interventions. We work with parents/carers and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents/carers and teaching and support staff.	6.58 – 6.62

We are able to access specialist support for the following: ○ ADHD (attention deficit hyperactivity disorder) ○ Autism ○ Attachment disorder ○ Social, Emotional and Mental Health needs ○ Medical needs ○ Specific learning needs including – dyslexia and dyscalculia ○ Motor skills ○ Sensory needs ○ Speech, language and communication We may access support from outside services, such as: ○ Communication Learning Autism Support Service (CLASS) ○ Child and Adolescent Mental Health Service (CAMHS) ○ Early Years' Service (EYS) ○ Educational Psychology service (EPS) ○ Team Around the School and Setting (TASS) ○ Early Help Team ○ School Health Team ○ Sensory Needs Service (SNS) ○ Children's Integrated Therapy and Equipment Service (CITES) – Speech and Language, Occupational Therapy ○ Teaching and Learning Provision ○ Gypsy, Roma & Traveller Team (GRT) ○ English as an Additional Language Service (EALS) ○ Children's Disability Services (CDS) ○ Virtual School for Looked After Children <i>Please note - for these services a referral will have to be made from the school and there may be a waiting list.</i> Further information about some of these services can be found at: https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/	
5.11. How do we evaluate the effectiveness of our SEND provision?	
We evaluate the effectiveness of our provision through: ○ Reviewing children's individual progress towards their APDR/ANP targets each term ○ Monitoring by the senior leadership team and SENCo including – lesson observations, observations of intervention work, work scrutiny ○ Reviewing our provision maps which maintain an overview of the programmes and interventions used with each class. The maps provide a basis for monitoring the effectiveness of interventions and the impact of those inventions on children's progress. This helps us to develop the use of interventions that are effective and to remove those that are less so. ○ Pupil Voice ○ Parent/carers questionnaires and/or parent/carers forums	6.74, 6.76, 6.77
5.12. What training have the staff had/are having to support children and young people with special educational needs and disability?	
We regularly and carefully review the quality of teaching for all children, including those children with SEN. This includes identifying particular patterns of need in the school,	6.37, 6.50, 6.77

reviewing, and where necessary improving our staffs' knowledge and understanding of strategies to support children with SEN: ○ All staff have regular training and updates (at the start of every academic year and then weekly reminders, as a minimum) on child protection and safeguarding ○ Staff have individual/ group training on interventions, as required, to ensure they have sufficient skills and knowledge to deliver interventions effectively. This specific training is completed on INSET days, during after school training and on training courses led by outside agency staff ○ Monitoring by the senior leadership team ensures that whole school SEN training is planned for in the School Development Plan to reflect current needs of the school ○ Medical training is provided to support children with Health Care Plans e.g. asthma, epilepsy, diabetes, epi-pen training when the need is identified Individual staff / groups of staff have had the following: ○ Precision Teaching training ○ SEND reforms and the SEND Code of Practice ○ Nurture & Attachment Disorder training ○ Autism training ○ PDA training ○ Tourette Syndrome ○ ADHD training ○ Dyslexia ○ Social, Emotional & Mental Health ○ Loss & Bereavement ○ Communication in Print ○ Language Link ○ Speech Link ○ Speech & Language ○ Positive Handling ○ Sensory Processing ○ Jump Ahead and Sensory Circuits ○ Mental Health First Aid ○ Attendance for SEN & vulnerable groups ○ Therapeutic Thinking ○ Adaptive Teaching ○ Childhood Acquired Brain Injury training	
5.13. How will my child/young person be included in activities outside the classroom including school trips?	
We are committed to eliminating discrimination and promoting equality of opportunity. Through careful planning and reasonable adjustments, children with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity: ○ We make sure that activities outside the classroom are available to all ○ Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the children. The school will always make reasonable adjustments for all children to take part ○ A range of after school clubs are available to all children	xix

Health and safety audits will be conducted as and when appropriate For more information, view the 'Accessibility Plan' and the 'Equality Policy' in the policy section on our school website - https://www.alfriston.e-sussex.sch	
5.14. How will the school prepare and support my child to join the school or transfer to a new school or to the next stage of education and life?	
Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents/carers and children the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. If a child has an EHC Plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education e.g. Early Years settings to school or Primary to Secondary school. The review and any amendments must be completed by 15 February in the calendar year of the transfer. At Alfriston, we take the following steps to ensure that any transition is as smooth as possible: Nursery/Pre-school to Reception Transition: - The Reception class teacher visits your child in their nursery or pre-school setting to get to know their interests, strengths and areas for development - We work closely with your child's nursery or pre-school and ensure records are shared - Transition meetings are held for children with pre-identified special educational needs along with the East Sussex SEND Early Years team, Reception class teacher, SENCo and parents/carers - We offer a range of introduction events before your child starts school to encourage a smooth transition, including stay and play sessions and story time sessions - We meet with each family, either at home or school, to share information just after the summer holiday - We build up to a full-time timetable across a week, to gently settle the children into the new environment and routines Transition to another school: - We will contact the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child - We will make sure that all records about your child are passed on as soon as possible Transition between classes in school: - Specific information will be shared between the current and new class teachers and teaching assistants in advance - The children will visit their new classes and be introduced to their new environment prior to the summer holiday - Where necessary, enhanced transition arrangements are put in place e.g. additional individual story time/ activity sessions with the new class teacher in current setting, additional sessions visiting the new class teacher and classroom in a smaller group	6.57 9.179

○ A transition meeting will take place prior to the summer holiday between the current and new class teachers and parents/ carers to discuss strengths, needs and provision ○ Transition from Year 6 to Secondary School: ○ We will make contact with the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child ○ We will make sure that all records about your child are passed on to the new school ○ Where possible, your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school ○ Your child will have focused learning about aspects of transition to support their understanding of the changes ahead and Pupil Voice may be used to identify their feelings and any concerns	
5.15 How are the school's resources allocated and matched to children's special educational needs and disabilities?	
The SEND budget is overseen by the Headteacher, School Business Manager and SENCo. Within the school's overall budget, an amount is identified as the notional SEND budget. This funding is not ring-fenced and is used flexibly to support the needs of pupils with SEND. Where a child has an Education, Health and Care Plan (EHCP), the Local Authority may provide additional top-up funding when the cost of delivering the specialist educational provision required to meet the child's needs exceeds the nationally prescribed funding threshold. In some circumstances, parents/carers may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHCP where the parent/carer is involved in securing that provision.	6.95 – 6.99 9.95
5.16. How does the school handle complaints from parents of children with SEND about the provision made at the school?	
If there are any disagreements with parents/carers about SEND support for their child, we will work with them to try to resolve these. If parents/carers have a complaint, they can use the school's complaints procedure. Details about this are available from the school office or on the school website - https://www.alfriston.e-sussex.sch.uk Informal Stage ○ If you have a concern this should be raised as soon as possible with the class teacher, headteacher or SENCo. This can either be in person or by letter, telephone or email. If you are unclear who to contact or the process involved the school office will be able to assist. Stage 1 ○ If a resolution is not reached informally and/or you are dissatisfied with the outcome you may wish to escalate the complaint to Stage 1 of the complaint's procedure. In this instance, the complaint must be made to Lindsey Hudson (headteacher) via the school office. This may be done in person, by letter (preferably on the complaint form), by email or telephone. Stage 2	11.69

○ If you feel your complaint has still not been resolved to your satisfaction you must write to or email (preferably on the complaint form with the desired outcomes clearly stated) the clerk to the governing board to request that your complaint is considered at Stage 2. You should set out the details of the complaint and include appropriate evidence. It is critical that you specify what you feel would resolve the complaint, and how you feel the previous stage of the procedure has not addressed your complaint sufficiently if this applies. Stage 3 ○ This is the final stage of the school's complaints procedure. You must write to or email (preferably on the complaint form) the clerk of the governing board within 10 school days of the date of the formal written response, setting out the outcome of the Stage 2 process. You should set out the details of your complaint and include appropriate evidence. You should also specify what you feel would resolve the complaint, and how you feel the previous stages of the procedure have not addressed your complaint sufficiently. The governing board will then arrange a stage 3 panel. Your further recourse ○ The Governors' Complaints Panel is the last school-based stage of the complaints process. If you still feel your complaint has not been resolved you should write to - East Sussex Children's Services Department.	
5.17. How is the data produced about my child protected?	
Details of the provision in place for children with SEND are recorded on individual Assess, Plan, Do, Review (APDR) documentation and Provision Maps, which are securely stored on the school's electronic systems. Reports and assessments provided by external professionals are also stored electronically. Any hard copies of documents are kept securely in locked storage. Parental/carers consent will be obtained before any verbal or written information is shared with external agencies, unless there is a legal or safeguarding requirement to do otherwise. Education Health Care Plans (EHCPs) will also be kept securely so that unauthorised persons do not have access to them. EHCPs will not be disclosed without the consent of the child's parent/carers, except for specified purposes or in the interests of the child. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data, collected through the School Census, is also required to produce the national SEND information report. See the policy section on our school website for our 'Data Protection and Information Security' policy – https://www.alfriston.e-sussex.sch.uk	6.72 – 6.78 6.83 9.211
5.18. Who can I contact for further information?	
○ Your child's class teacher ○ SENCo – Mrs Caroline Caley ○ Headteacher – Mrs Lindsey Hudson ○ Website – www.alfriston.e-sussex.sch.uk ○ The school office - phone: 01323 870203 or email: office@alfriston.e-sussex.sch.uk The Local Authority Offer can be found on the East Sussex County Council website:	

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| ○ https://localoffer.eastsussex.gov.uk/ | |
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6. Admissions

Our school admissions arrangements can be found on the 'Our School' section of our website or by [clicking here](#).

7. Accessibility

Our accessibility plan can be found on our website in the 'School policies' or by [clicking here](#). The plan covers the following:

- How we increase access to the curriculum for pupils with a disability
- How we improve and maintain access to the physical environment for pupils with a disability.
- How we improve the delivery of information to pupils with a disability.

8. Monitoring arrangements

This policy and information report will be reviewed by the SENCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

9. Links with other policies and documents

This policy links to the following school policies:

Accessibility Plan
Anti-Bullying Policy
Assessment Policy
Attendance Policy
Behaviour Policy
Anti-Bullying Policy
Child Protection and Safeguarding Policy
Complaints Policy and Procedure
Data Protection and Information Security Policy
Equality Policy
Intimate Care Policy
Mental Health and Emotional Well-being Policy
Open Door Policy
Supporting Pupils with Medical Conditions Policy

All policies can be found on our school's website: www.alfriston.e-sussex.sch.uk