



SEND Information Report 2025-2026

Name of school:	Halsford Park
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Telephone	01342 324643
Email	Officehp@partnersinlearning.co.uk
Headteacher	Claire Spencer
SENDCo	Vicky Davies
Inclusion Leader	
Age Range	4-11
Ofsted Inspection	November 22 nd 2023

What kinds of special educational needs and disabilities are provided for at Halsford Park?

We are a mainstream, inclusive school that is **committed to inclusion** and ensuring that all our pupils can achieve the best possible outcomes. We fully comply with the requirements outlined in the *Special Educational Needs Code of Practice* (2014).

Staff are trained to be able to cater for children who may have difficulties with:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or physical**

We make reasonable adjustments to our practices so as to comply with the *Equality Act* (2010).

For more information about various aspects of this report you may like to look on the school website under Inclusion

How do we identify and assess learners with special educational needs?

We have a **SEND Policy** which can be found on the school website. Additional information relevant to the support of children with SEND may be found in these additional policies/procedures;

Equality Information and Objectives
Safeguarding and Child Protection Policy
Behaviour for Learning Policy
PSHE Policy
Anti-Bullying Policy
Accessibility Plan
Complaints Policy

Larger font paper copies can be requested at the school office.

We identify pupils who have a special educational need by regularly monitoring children using methods that include:

- Continual teacher assessment
- SATS results
- Screeners and questionnaires
- Termly pupil progress meetings
- Progress from their starting points

The school makes full use of information passed to them when the pupil transfers between phases and is open and responsive to expressions of concern and information provided by parents.



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use the cycle of assess, plan, do, review (as outlined by SEND 2015 Code of Practice) and the County Council's Ordinarily Available Inclusive Practice document which guides a graduated approach, to look at the actions needed to support a learner towards their target outcomes. Our expected outcomes in English and Maths follow the current curriculum (2014) and are age-related.

The graduated response to children with 'Additional Needs'

Level of Need	Criteria	Plan Written	SEND Register	Timescale for Review
Monitoring	Signs are noticed	No plan - notes kept by staff and first actions taken to close the gap	Not yet on SEND register	Agreed and noted by leader
Concern	Teacher has concerns despite actions being taken	Chronology started in child's individual folder detailing concern and support planned	Listed as concern – not yet on SEND register	Termly
School Support 1	Support in school only	Provision Document	Recorded on SEND Register	Plan reviewed annually
School Support 2	One agency involved	Provision Document	Recorded on SEND Register	Plan reviewed annually

School Support 3	More than one agency involved	Individual Learning Plan	Recorded on SEND Register	Plan reviewed termly
Education, Health and Care Plan	Multiple needs and agencies – gained through an application to the LA for a needs assessment	Individual Learning Plan	Recorded on SEND Register	Plan reviewed termly or as required

Chronology

If a class teacher notices signs of difficulties they will keep notes and take first actions to close the gap. If concerns continue with a child's attainment, progress or behaviour a chronology is started which tracks what has been noticed and any actions taken. This document is kept in the child's individual folder and details any concerns and the corresponding support planned. This must be done before a commission to the Inclusion team is made (see below). When a chronology is started the teacher may want to liaise with a member of the Inclusion team for advice.

Commission to the Inclusion team

When the Class Teacher first identifies that a pupil is having difficulties, the class teacher is responsible for devising strategies additional to or different from those provided as part of the school's usual adapted curriculum. These will be noted on the child's chronology. The class teacher will use the Assess-Plan-Do Review cycle to track the child's progress following the adaptations. If initial adaptations in class provision do not address the needs fully or the teacher would like additional support or advice then an Inclusion commissioning form needs to be completed. The learner will then be discussed by the team and more specific strategies will be decided on and trialled in class to support the child. If this additional support needs to continue, they will be added to the SEND register to ensure their progress is monitored.

School Support 1

If a child is placed on the SEND register School Support 1 is the first level of support. The Class Teacher and the SENCO work together to plan future strategies for the child. This planning may include other staff who work in school such as Teaching Assistants (TAs). The class teacher monitors the provision in place and reviews future action to be taken. At this stage a Provision Document (PD) is written. This includes a range of information including; a summary of a child's strengths, interests and suggestions of what supports them in school. This document is reviewed at least yearly or when there are significant changes.

School Support 2 and 3

The SENCO and Class Teacher, in consultation with the parents, can request help from external services. This may include the Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Learning Support Specialists or Medical Professionals. The Class Teacher and the SENCO are provided with advice or support from outside specialists. Parents will be consulted as part of this process too. The advice received is used to plan and implement provision that supports the child. This provision is documented in a plan which is either a Provision Document or an Individual Learning Plan. The SENCO and class teacher, together with parents, then monitor

and review the provision and action taken and decide on what further services may be needed. This Assess-Plan-Do-Review cycle allows us to assess and review children and young people's progress towards outcomes and includes opportunities to work with parents and young people as part of this assessment and review.

Education, Health and Care Plans (EHC plan)

For a very few pupils the help given through School Support may not be sufficient for the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any other external agencies already involved, to consider whether the Local Authority (LA) should initiate an Education Health and Care Needs Assessment (EHCNA). At this stage the pupil will have demonstrated considerable cause for concern. The school provides the LA with written evidence or information about the child, and the LA considers implementing a needs assessment for an EHC plan. If the application is successful, an assessment will be carried out. Following this assessment the LA will decide whether to issue an Education, Health and Care Plan (EHCP). For any child with an EHC plan termly reviews are conducted and the child's Individual Learning Plan is revised accordingly. In addition, there is an Annual Review meeting to ensure that the targets on the EHC plan continue to be appropriate for the child and that their needs are being met within the current school setting. The responsibility of meeting the aims and objectives does not fall to one person alone. Provision for pupils with special educational needs is a matter for the school as a whole in addition to the governing body, the Headteacher, the SENCO and the Class Teachers all have a role and responsibility in delivering provision. All other members of staff have important responsibilities too. The day-to-day management of this process is overseen by the Headteacher, the SEND Governor and the SENCO.

What are the arrangements for consulting and involving pupils and parents?

We have an open-door policy where parents are welcome to come in and speak to the class teacher or a member of the Inclusion Team should they have any concerns regarding the academic or emotional progress of their child. Parents are encouraged to make an appointment to speak to the class teacher so that adequate time can be given to discuss a concern. These appointments can be made via the school office.



We also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school. We regularly share feedback about progress with our pupils and their parents/carers. Teachers meet with parents and carers of children with special needs at least termly and more frequently when there is a concern or closer monitoring is taking place. At these meetings we share what can be done by families to support their children with their learning and welcome input from parents about difficulties they may be experiencing at home too.

Regular updates are made to the curriculum, and these are shared via our school website. We believe in supporting the development of parenting skills and so we work in collaboration with other agencies and signpost parents where possible, via our newsletter. Information

about progress, through data, is also shared with parents. Explanations of what the data means are made available at the same time. Where specialist services are being employed to support a child this is with the explicit consent of the parents and they are fully involved in discussions and target setting.

If a child has had two cycles of Assess-Plan-Do-Review and the strategies tried have not worked to address the difficulties the class teacher will meet with parents to raise their concerns and discuss strategies that have already been tried. A commissioning form will be completed to request that the Inclusion team review the child's difficulties and plan next steps of support. Parents will be asked to contribute to the commissioning form by completing a questionnaire to detail any concerns parents may have. When this is returned to the teacher they will complete the same questionnaire and list concerns and then submit the form for review. Some children may need a higher level of ongoing support in order to make progress. The Inclusion team, in collaboration with parents, may place the pupil on the Special Educational Needs (SEND) register. The SEND register is a list of children who need additional support. It means children are tracked carefully and support is planned. There are 4 levels of school support: 1, 2 and 3 and those with an Education Health and Care Plan (EHCP) (see visual above). Pupils and parents work collaboratively with the class teacher to write a Provision Document or Individual Learning Plan, depending on the level of school support.

What are the arrangements for consulting children with SEN and involving them in their education?

Pupil voice is hugely valued, and children are encouraged to share what they feel their barriers to learning are and how they feel they learn best. We use several different tools to gain pupil voice according to the age, stage and preferences of the child. The SENDCo liaises with key staff in the school and with parents to discuss progress, attainment or engagement. These three parties (child, parents, school staff) co-produce a child's Individual Learning Plan which details the support that is planned and put in place (this is the assess, plan, do part of the cycle).



School staff will ensure the child's views are gathered and recorded. This ensures information about the whole child is gathered. It includes strengths which can be celebrated. We feel that it is important to have the views of the pupil so that they feel involved in their own learning. Outcomes and targets are co-produced when the child's plan is written using child friendly language. If a child takes part in an intervention they are asked, at the end of the term, to evaluate their participation and the impact it has had on them and their learning. This then feeds into a discussion with the child about what their next targets could be. In response to data tracking and working with the learner, their families and staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.

What opportunities are available for parents and children to be a part of assessment and reviews?

We follow the **graduated approach** and the four-part cycle of assess, plan, do, review.



The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- Standardised tests
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed at:

- Termly Pupil Progress Meetings (school staff)
- Termly Individual reviews (with parents)
- Annual reviews (where appropriate)

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What support is in place for learners moving between phases of education?

We will share information with the school, or other setting the pupil is moving to/from. **Thorough transition meetings are held** between our Reception staff and feeder nurseries, and our Year 6 staff and local secondary schools. During these meetings we share an overview of our learners who have SEND. 'What works well' is shared so that transition to the next phase is made as smoothly as possible.



The SENCOs of our feeder nurseries/preschools and our secondary schools within the locality meet with our teachers and Inclusion Team to discuss individual children. This is to aid the transition of all SEND pupils.

For our Year 6 pupils who have additional needs or those deemed as more vulnerable there is an additional programme of transition offering additional visit days and contact with new staff. The SENCO's meet from both schools to share information and ensure provision can remain as consistent as possible. The SENCO also meets with other SENCO's in the area regularly to share good practice and keep up to date with developments in the field.

Children joining our school from nurseries/preschools attend stay and play sessions prior to September. If additional transition is required, this will be planned in a bespoke way. Transition booklets are also created to support pupils with SEND if needed.

Transition work as part of 'universal provision' takes place as part of the PSHE curriculum. Where we feel it would be beneficial for vulnerable children, of any year group, to receive additional support with transition, we arrange additional visits to their new classroom, prior to the main transition day. When parents have additional concerns regarding transfer, they are encouraged to contact the class teacher or school office as early as possible. Class teachers complete trackers, and handover notes to support the annual transition between year groups. This tracks actions, reviews and events and aids decisions about next steps.

When children join from another school mid-year we arrange visits, buddies and liaison meetings to support transition.

What is our approach to teaching children with SEND at Halsford Park?

We adopt a graduated approach to meeting needs through **quality first teaching** which is available to all children, regardless of any personal difficulty. Our teaching staff make reasonable adjustments to help include all children. We consider and adapt for **the whole child**, we see that **achievement and mental well-being go hand in hand**.

The majority of learning will be through a broad, and balanced adapted curriculum, in a whole class environment. When necessary, pupils will receive additional support in small groups or one to one. This may happen both within the classroom and also out of the classroom.

	<p>We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident pupils. We have increased the time and resources spent on supporting children with emotional needs. This has had a positive impact, not only for the child but for the family too. We have a trained support staff who offer emotional literacy support (Emotional Literacy Support Assistants – ELSAs) who supports a range of children across each school day. This support may be offered individually or in groups.</p>
<p>How are adaptations made to the curriculum and the learning environment of children with SEND?</p>	<p>Reasonable adjustments to include and support all learners are always made. Adaptation is embedded in our curriculum and daily teaching practice. This may take the form scaffolds, the use of additional manipulatives or additional resources being provided. It may also include specific training being given to staff, for example training in sign language.</p> <p>We use our County Council Ordinarily Available Inclusive Practice (OAIP) resources to support staff in choosing appropriate adaptations. See the Local Authority website for more information.</p> <p>We make the following adaptations to ensure all pupils’ needs are met:</p> <ul style="list-style-type: none"> - We adapt our curriculum to ensure all pupils can access learning, for example, use of scaffolds, by grouping, 1:1 work, teaching style, content of the lesson, etc. - Adapting our resources and staffing - Using recommended aids, such as specialist chairs and cushions, writing slopes, laptops, coloured overlays, visual timetables, larger font, etc. - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. <p>Our Accessibility Plan is robust, and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all our learners, always focusing on strengths and developing confidence. We are committed to making reasonable adjustments where possible.</p>
<p>What additional support is available for learning?</p>	<p>We have staff who have had specific training to support those with additional needs for example our Special Educational Needs Co-ordinator (SENCO) and Learning Mentor/Emotional Learning Support Assistant (ELSA). These members of staff may be commissioned to work with children on a 1:1 or small group basis to deliver an intervention or complete an assessment according to their needs.</p> <p>The Learning Mentor/ Emotional Literacy Support Assistant is accessed via a referral system. A pupil may be referred for a variety of reasons including:</p> <ul style="list-style-type: none"> - Speech & Language - Friendship issues - Family difficulties - Bereavement and loss - Anxiety

	<p>- School avoidance</p> <p>We may also seek further advice and work closely with outside agencies to provide support for pupils with SEND, for example educational psychology, speech and language, other specialist professionals.</p>
<p>What expertise and training do staff possess and how is specialist expertise secured?</p>	<p>Our SENCO holds Qualified Teacher Status, is an experienced teacher and is working towards the NPQ for SENCOs. They and the Inclusion Team keep up-to-date about SEND issues through attending Local Authority briefings, locality training and meetings, external training and Trust Inclusion meetings. Staff will also attend specialist training, and discussions with outside agencies. The SENCO will lead staff meetings to cascade training and keep other staff informed. Training will be sought in response to provision needed. Regular surgery sessions are held by the SENCO and other members of the INCLUSION team to allow staff to book short sessions to review provision, raise queries and/or ask questions.</p> <p>We have a number of established relationships with professionals in health, education and social care. The specialists we work with also provide training for our staff on key areas for example autism and trauma. All external partners we work with are safeguard checked and we monitor their impact with interventions that may take place.</p> <p>We regularly invest time and money in training our staff to improve ‘universal provision’ and to enhance skills and strategies to children with additional needs. Our teaching staff are regularly updated on SEND information and systems. Our support team of Teaching Assistants meet regularly and update their skills and share good practice. Training is offered throughout the school year at various points including in staff meetings and on INSET days. We make good use of services offered by outreach teams and other local organisations. Teachers are confident to ask for support as and when they feel it is needed.</p> <p>We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties. If further expert support is required; it is identified through our assess, plan, do, review cycle; then we enlist the support of the Outreach Services, Specialist Teachers and other professionals, for example a speech and language therapist.</p> 
<p>How do you evaluate the effectiveness of the provisions made for children with SEND?</p>	<p>We review the needs of the children within the school and endeavour to put in place provisions to cater for these needs. These provisions, may include the use of a variety of strategies in class, different resources or intervention groups, addressing specific training needs for staff and adjustments to the environment.</p> <p>The Inclusion Lead and/or SENDCo carries out regular monitoring walks to review how provisions are delivered and help maintain high levels of impact. Detailed reviews of all interventions take place. Decisions are made as to whether specific interventions are proving to be effective in terms of pupil progress, time and finance. Our finances are monitored efficiently, and we make full use of resources to ensure value for money, this is especially necessary in challenging financial times.</p>

	<p>The following meetings and opportunities to gather feedback are also utilised;</p> <ul style="list-style-type: none"> - Inclusion Team Meetings - Trust Inclusion Meetings - Achievement Team Meeting (ATM) minutes - Inclusion Pupil Progress Meetings - Pupil voice gathered by various staff - Pupil groups that educate and promote neurodiversity e.g. the A Team - Monitoring by SENCO - Meetings with SEND Governor and SENCO - Trackers completed by class teachers - Annual reviews for pupils with EHC plans - Intervention notes - Inclusion parent forums - Parent surveys
<p>How are children with SEND enabled to engage in activities outside the classroom, including school trips?</p>	<p>Our inclusive ethos promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. We work with experienced professionals, to help support more specialised needs. Parents are also consulted on the specific arrangements for their child, when necessary. Where concerns of safety and access are anticipated, further action is taken to enable involvement by all children. Where necessary, risk assessments are undertaken and all staff made aware of individual adjustments made to accommodate specific children. For residential visits we actively engage with parents to enable their children to participate as fully as possible. Risk assessments are put in place and detailed plans are agreed to ensure that all children have a successful experience. No pupil is ever excluded from taking part in these activities because of their SEND or disability. Please see our Accessibility Policy.</p>
<p>What support is in place to improve emotional and social development?</p>	<p>The school offers a wide variety of emotional and social development support for pupils. This includes:</p> <ul style="list-style-type: none"> - A broad Personal, Social, Health and Economic Curriculum (PSHE) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. - Using the Zones of Regulation as a tool to self-regulate emotions. - Children who have an Individual Plan will work collaboratively with the class teacher to share their views on their strengths, needs and aspirations – these plans can include emotional and social support and targets. - Reminders of key adults that children have around them are often provided. For some children these might be depicted using photos. - Individual Risk Assessments. - Pastoral Support Plans are also used to detail support.

- School Council - this group of children come together to discuss improvements to school for all children. Their work can include emotional and social development.
- Other pupil groups also do work in this area e.g. The A Team – a pupil group who work alongside staff to raise the profile of inclusion and plan improvements.
- Communication key cards and worry boxes are provided for children to write on to communicate their concerns – staff then approach them to discuss their feelings and plan a way forward together
- Staff are trained in and use Emotion Coaching to hear children’s emotions and coach them to find the best solutions
- Worry boxes are available in classes for children to share their worries in, staff then follow up with them privately

We have a **zero-tolerance approach to bullying**. We robustly challenge negative behaviour and respond promptly to deal with any issue that is drawn to our attention. Our Personal, Social and Health Education (PSHE) programme focuses on developing well-rounded young people through emotional and social development.

The school employs an ELSA (Emotional Literacy Support Assistant) who is available to support appropriate children, whether or not they also have special educational needs.

All children in the school have key adults, who they can speak to with any worries or concerns. Children also have access to familiar staff who they can confide in, or use the class worry box if they prefer. Children work collaboratively to discuss issues through the **class learning forum** and raise issues that concern them. Staff are trained to support medical needs. We regularly monitor attendance and take necessary actions to tackle prolonged absence. We are aware that difficulties with attendance can be a sign of emotional distress. Parents are encouraged to contact the class teacher, Inclusion Leader/SENDCo, Deputy or Head Teacher if they feel their child’s well-being is at risk, for whatever reason.



How do we work with outside agencies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of

The overall development of our children is of paramount importance. We work with professionals inside and outside the school setting to ensure we meet the needs of all children. Sometimes these organisations give us general advice which helps us support a type of difficulty experienced by a group of children. At other times we may wish to seek advice about how to support a specific child. In these cases, we would always gain consent from the parent first, and discuss which outside agency we would like to consult with.

We have a particular duty of care towards Children Looked After (LAC) (Children in Care). We ensure that these children receive immediate and appropriate support to settle in and make strides with their learning and overall development. Our Designated Teacher

children with SEND and their families?	for Looked After Children meets with social services and the Virtual School to ensure that the child's wider needs are met. A personal education plan (PEP) is produced termly to help the child develop holistically.
What are the contact details of support services for parents of pupils with SEND?	<p>Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service provides independent information, advice and support to children and young people who have special educational needs and/or disabilities and to their parent carers.</p> <p>https://westsussexsendias.org/</p> <p>Our local authority's local offer is published here:</p> <p>https://www.westsussex.gov.uk/local-offer/</p>
What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at Halsford Park?	<p>In the first instance, if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the Inclusion Leader/SENDCo may become involved and a meeting convened to discuss the nature of the concern and look for a resolution to the issue. If a resolution has not been reached, the headteacher can be contacted via the school office.</p> <p>A copy of the school's complaints procedure can be found on the Halsford Park website. This will outline the formal steps the school will take in handling a complaint.</p> <p>SENCO – Vicky Davies</p> <p>Headteacher – Clarie Spencer</p> <p>Nominated Governor –Dasiy McCallum</p>