



East Sussex County Council
Icklesham C.E. Primary School and Nursery



Let Your Light Shine

Headteacher: Paula Robinson B.Ed (Hons), NPQH

Our Vision

We are a school built on Christian foundations where every individual is celebrated as unique. We aspire to be curious, compassionate, tolerant and active in a diverse world. We gather together to build a community that finds each person's gifts and nurtures them that their light may shine. We hold a vision of success for all.

Let Your Light Shine before others that they may see your good deeds and glorify your Father in Heaven. Matthew 5:16

Special Educational Needs Information Report

Policy to be approved by	Full Governing Board
Policy last reviewed	November 2025
Policy ratified and adopted by the Full Governing Body	To be ratified
Policy due for review	November 2026

1. About this report

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

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.

2. Who do I contact about my child's special educational needs?

Your first point of contact at school is the child's class teacher.

The Headteacher and Special Educational Needs Coordinator (SENCO) are responsible for managing and co-ordinating the support for children with special educational need, including those who have Education, Health and Care plans (EHCP). They also work closely with parents and other services that provide for children in the school.

Mrs. Robinson is the SENCO. To arrange a meeting with Mrs. Robinson please email or telephone the school or speak to the office staff who can book an appointment.

3. Which children does the school provide for?

Icklesham C E Primary School and Nursery is a maintained primary school and nursery, admitting pupils from age 2 to 11.

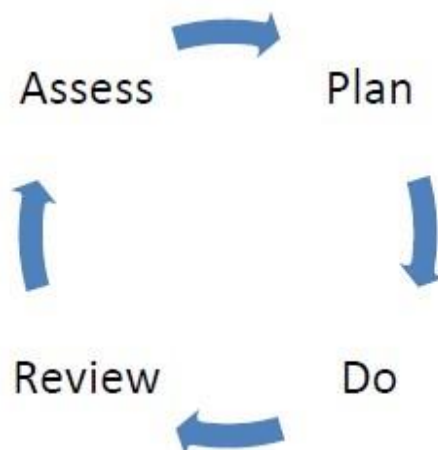
We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with a statement or EHCP, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

- [Icklesham C E Primary School and Nursery admissions policy](#) [school admissions- East Sussex.gov.uk](http://www.eastsussex.gov.uk)
- Contact Information for Families for admissions advice 0345 60 80 192
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4. Summary of how the school meets the needs of children with SEN and disabilities (SEND)

Quality first teaching and additional interventions are defined through our ongoing discussions across the school in Pupil Progress Meetings, helping us to regularly review what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Our children's progress and attainment are assessed by the class teacher to measure progress and look for gaps in learning. Discussions are then held between the class teacher and a member of the school leadership team (SLT) to ensure that children not making progress receive support to move them forward if necessary. Pupil Progress meetings take place twice per year.

Assessment for learning occurs in each lesson to inform planning and ensure that the children are receiving the input they need to challenge them at the right level in line with our school vision of high expectations. All adults working within the classroom feed into this process as part of the team working towards our children reaching their full potential. Discussion with parents and carers also supports our knowledge of the children through informal meetings, parent consultations, Additional Needs Plan meetings and Annual Reviews.

Plan: Teachers plan lessons based on assessment of the children's needs and gaps in learning. These may be adapted as the week progresses to provide more challenge or more support depending upon the children's understanding and rate of progress.

Do: Class teachers deliver lessons with the support of teaching assistants in each class. A range of support is provided for children with different needs including additional adult support to focus, rephrase, prompt or provide pre-learning of concepts or vocabulary; visual cues or physical resources to aid access and understanding of the lesson. Teaching Assistants may also deliver lessons if a teacher is not present. This is always informed by the teacher's planning and resources.

Review: Planning is reviewed daily by the teacher based on their assessments of children's attainment and progress in lessons and feedback from other adults in class. The SLT (School Leadership Team), SENCo, English and maths leads, work alongside teachers to closely monitor individual children's progress and look at levels of support as appropriate. This enables us to review practice and adapt to individual's needs as they arise.

If the child is looked after by the local authority they will have a Care Plan which may include a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.

A pupil has SEN where their learning difficulty, difference or disability calls for special educational provision, namely provision that is additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism. Children have their needs evaluated on an individual basis due to the broad range and types of need these may encompass. Additional pastoral or physical resources may be put in place to support social or learning needs. In some cases additional adult support may be needed to ensure social difficulties are minimised, sensory issues are monitored and addressed and that learning is taking place that is well matched to meet the child's current needs.

As soon as the children join the school their needs are assessed by adults in their learning environment and also at other times if concerns are raised by the class teacher or parent/carer. If the school feels a child requires additional support, this will be organised with the class teacher and SENCO. There may also be a referral to Local SEND services or the NHS for additional assessment and advice. Parent/carer permission and support will be sought at this point. This will also include meetings with parents at various times of the year dependent on the need of their individual child. Interventions are delivered often and in small chunks to reflect best practice. Interventions for Speech and Language difficulties take many forms. These include, but are not exclusive to SpeechLink, Language Link, Speech and Language therapy, 1:1 and small group work.

- **Cognition and learning** – including developmental delay, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Dyslexia screening tests are completed to ascertain gaps in learning and programmes of support are put in place for children who require it. For those pupils who are not 'at risk' but show gaps in their learning we use a range of strategies, resources and teaching styles that support children with Dyslexia, and provide best practice for all children in our setting to allow all to access the curriculum. These are embedded in teaching across the school and support children at all stages of learning to maximise their progress.

Alongside this, regular Pupil Progress Reviews enable us to put support in quickly where a gap is developing between a child and their peers. During these meetings we look

closely at children with learning difficulties. We explore how effective their current support is, whether other areas have been highlighted as a challenge for them and whether any

further resources or interventions are needed to accelerate their progress and allow them to meet their full potential.

- **Social, emotional and mental health difficulties** – including difficulties with self-regulation, behaviour, attention deficit hyperactive disorder or attachment disorder or anxiety.

At Icklesham CE Primary School and Nursery we employ a school wide program called The Zones of Regulation which is a programme that aims to help children notice the emotion they are feeling and then supports them to self-regulate. Staff support where needed to co-regulate with children. We aim to identify children who have difficulties as soon as possible to ensure that appropriate support can be provided from an early age. At Icklesham CE Primary School and Nursery, we work with a number of different agencies to ensure our children have the support they need. This includes Education East Sussex which works with us to support children at a high level of need. If needed we also work closely with the Virtual School for Looked after Children to ensure we are providing the best possible education for our children who are fostered, in care or adopted. We believe that working closely with parents and carers is the best way to support our children.

- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning. The school works closely with a range of agencies to ensure that we provide appropriate care and support for children with Sensory and/ or Physical Needs. Occupational Therapists, Physiotherapists and Educational Psychologists provide plans for individual children where appropriate and, when possible, we try and ensure that the named person in school leading the therapy has plenty of opportunity to work with and observe the experts to ensure they are confident in what's needed.

In Reception and Key Stage One Physical Development is given high priority to ensure early intervention. There is a focus on fine and gross motor skill development in their whole class teaching, as well as preparing and planning independent activities to support with these.

A range of resources are employed to support children with Sensory Needs. Children may be assessed for an individual fidget object, move and sit cushion, or have a sensory circuit plan support available. Additional adult support may also be used to rephrase information and instructions or refocus children during this time. Greater needs may be supported by writing slopes, standing desks, speech to text technology. Children with a high sensory challenge may be observed and assessed by our Educational Psychologist or a referral to Occupational Therapy will be made.

For all children with a high level of need, personalised plans are put in place and regular meetings take place with parents and support staff to evaluate effectiveness. These are then adapted over time.

As at November 2025, we have a range of 26 - 30 children receiving some form of school based SEN Support.

6. How does the school teach and support children with SEN?

All children are included in high quality Universally Available Provision (UAP) which includes those pupils with SEN. If further support is required then adaptive teaching is used to match teaching and environment to children's needs.

Pupil progress is discussed throughout the year by members of the SLT. This ensures that children who are not yet reaching age related expectations, either academically or in terms of social and emotional needs, or are not yet meeting their individual targets, can immediately be picked up and interventions be put in place where appropriate. Data is analysed by SLT, class teachers and SENCO to look at vulnerable individuals or groups within school, the impact of interventions on progress and where changes need to be made.

We have internal processes for monitoring quality of provision and assessment of need. These include regular observations of interventions as a supportive method to ensure the highest quality provision through feedback and discussion.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. If further support is required the school may refer to the Education East Sussex Front Door.

Staff appraisals are linked to the School Development Plan as well as targets around raising attainment for our vulnerable pupils, tracking progress and ensuring any planned interventions take place regularly and to a high standard. Training opportunities are explored during this time to ensure that staff have the confidence to manage and support our children within school. Their input is taken into account with regard to the effectiveness of the intervention and adaptations are made to maximise the impact.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils which is included in our school vision.

We adapt learning activities for each child with SEN to make sure that they can access learning that is well-matched to their needs.

We will look at the child's level of attainment and see what support they need to make good progress and reach their potential. We will talk with children and parents/carers as part of the SEN support cycle (Assess, Plan, Do, Review).

8. How are parents and carers involved in reviewing children's progress and planning support?

As a school, we believe that parents are the experts on their children and by working with them we can support pupils in their education. All parents are encouraged to contribute to their child's education and any additional support is discussed with parents as needed through regular and informal meetings both with the class teacher and with the SENCo.

If a need is identified the child will be initially supported through an Assess, Plan, Do, Review plan which details the support they will receive, this is reviewed three times a year.

Where a child is supported by an Additional Needs Plan the plan will be reviewed up to three times a year with parents, teachers, teaching assistants, pupils and SENCo. Those pupils with EHCP's are reviewed three times a year including their annual review.

9. How are children involved in reviewing their progress and planning support?

As part of the APDR cycle, additional needs planning reviews and alongside Annual Reviews for EHCP's and Statements, pupils have the opportunity to voice their views and be involved in meetings. Where needs are identified through teacher identification and Pupil Progress meetings, pupils views are gained through pupil voice activities and pupil conferencing as part of classroom practise.

Below is a table of other ways in which pupil's and parent views are sought:

Action/Event	Who's involved	Frequency
Introduction Meetings to explain procedures and expectations at Icklesham	Class Teachers, SLT	Class teachers meet with Parents at a welcome meeting in the first term.
Parents Meetings	Class teachers, SENCO and other SLT available for questions and discussion around needs and provision	Term 2 and 4
Pupil Voice Activities	TA, Class Teacher, pupils	As required
Pupil Conferencing	SLT, class teacher, pupil	As required
School Report	Class Teacher	Term 6
Annual Review Meetings for Children with EHCPs	SENCO, Class Teachers, 1:1 support and Outside Agencies where appropriate	Once a year
Access, Plan, Do, Review School Based Planning meetings	SENCO, Class Teacher and TA. Parental input and views are sought.	Three times a year.

10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

Each pupil will be looked at individually and offered the support which they require in consultation with teachers, TAs, parent/carers and the pupil themselves. This may include, but is not limited to extra visits to their secondary school, social stories and an enhanced transition.

For those pupils with an EHCP, discussions will be held in Year 5 to ascertain the correct placement for the pupil. This will involve a review of the EHCP with parents, teachers, pupil and the SENCo. This information will then be sent to the East Sussex SEN caseworker for discussion at the Special School panel if a special school placement is considered the 'best fit' for transition. All transfer arrangements are dealt with by East Sussex.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. All new TA's have an introduction to develop their understanding of the support we offer at Icklesham CE Primary School and Nursery as part of their induction. Training is based on priorities in the School Development Plan.

12. How does the school measure how well it teaches and supports children with SEN?

In all classes children are assessed regularly and individuals are moved on when they have reached an appropriate stage for the next level of challenge.

Class Teacher and Teaching Assistant Appraisals are based on the progress of the children they work with. Quality first teaching is assessed regularly via Pupil Progress meetings, and class based interventions targeted for support in Maths, English, Speech and Language, Physical Development or additional Emotional and Social support.

Where needed, children may have 1:1 support at times throughout the day. This is flexible depending on the needs of the individual child. Staff are encouraged to support the child to achieve their full potential but step away when the child is achieving independently to support them in experiencing success and feeling pride in their achievements.

We believe this has benefited our children/young people and their families in the following ways:

- Additional learning for targeted pupils
- Early identification of need and provision for Speech and Language, maths or literacy difficulties and physical and fine motor skill development
- Provided emotional support for children with a range of needs, including whole class, small group and 1:1 support. We believe that by supporting children's wellbeing and minimising emotional barriers they are able to more readily access learning and develop to their full potential.

We invite parents to provide feedback at meetings and engagement activities as well as at parents' consultation evenings. Parents are also encouraged to state their views on the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

As a school, we are aware of the Equalities Act and make reasonable adjustments to include all pupils despite their needs. This may include resources, staffing or any other support a pupil may need. The school complies with the Disability Discrimination Act and this is consistent with the school's aims and Equality Policy. The school also recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out activities, and respects the parents' and child's right to confidentiality.

The school has an Accessibility Plan which reviews annually how the school is improving the access. A Health Care plan will be written for any pupils requiring one and shared with staff. There is also a policy on Administering Medicines in the school.

14. How will my child/young person be included in activities with other children, including school trips?

We work with parents and pupils to listen to their views, feelings and wishes and through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.

15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

Social and emotional wellbeing supports healthy behaviour and good educational attainment. Good emotional wellbeing helps prevent behavioural difficulties and/or mental health problems. At Icklesham CE Primary School and Nursery we employ a school wide program called The Zones of Regulation which is a programme that aims to help children notice the emotion they are feeling and then self-regulate.

The school's school wide assemblies and PSHE programmes are closely linked and include social, emotional aspects of learning.

If a child requires additional support with their emotional, mental and social development we will create an Assess, Plan Do, Review based on their individual needs which may include a referral or access to a therapy such as Play Therapy or ELSA. We will monitor and review progress, with the child and parent/carer, so that we can see good outcomes for them.

When incidents of bullying or safeguarding arise matters are taken seriously, investigated by School Leaders and shared with parents/carers and children. Icklesham CE Primary School and Nursery is a “telling school.” At times, the school may feel that it requires further help with a child’s needs. At this point in discussion with parents, it will make a referral to an external agency for example Child and Adolescent Mental Health Services.

16. What specialist services does the school use to support children and their families?

The school has a range of external agencies which it works in partnership with. These include education, health, social care and community and voluntary services.

As part of the cycle of SEN support-(Assess, Plan, Do, Review) we will consider whether we need to involve other services to make sure the child’s specific needs are met. Parents are always involved in any decision to involve specialists.

Agencies may include:

- Child Development Clinic (CDC)
- Child and Adolescent Mental Health Service (CAHMS)
- Hearing Impairment Service
- Communication, Learning, Autism Support Service (CLASS)
- Educational and Psychology Service (EP)
- Children’s Integrated Therapy and Equipment Service (CITES)
- Speech and Language Therapy
- English as an Additional Language Service (EALS)
- School Nursing Service

Several of these agencies are accessed through the Education East Sussex front door referral service.

17. Where can I get information, advice and support?

Mrs Robinson is the Headteacher and SENCO and can be contacted at the school by email or telephone or through arranging a meeting with our office. She is also on the gate each day and can be spoken to then.

The 'local offer' for East Sussex is available on www.eastsussex.gov.uk/localoffer

Amaze SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) are a local charity. They offer free, independent, and impartial advice for all matters relating to SEND. Contact Amaze SENDIASS by:

Phone - 01273 772 289

Email - sendiass@amazesussex.org.uk

18. What do I do if I am not happy or if I want to complain?

Our complaints procedure is in line with East Sussex County Council Guidelines and is available via the school website.

Related Statutory policies for schools

- Accessibility Plan
- Safeguarding and Child Protection Policy
- Supporting pupils with medical conditions

Relevant but non-statutory policies include

- Pupil Premium statement
- Mental Health and Wellbeing Policy

Legislative Acts taken into account when compiling this report include

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005