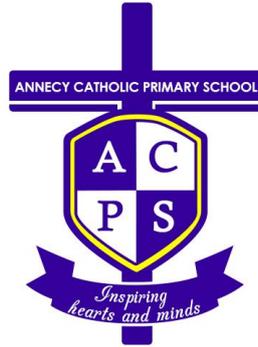




Special Educational Needs Information Report



Anney Catholic Primary School
Sutton Avenue,
Seaford,
BN25 4LF
Tel: 01323 894892

Headteacher: Mr P Gallagher
Inclusion Manager: Mrs L Johnson
Chair of Governors: Mr R Carter
SEN Governor: Mrs S Cox

Designated teacher for Looked After Children: Mrs L Johnson
Designated Child Protection Leads: Mr P Gallagher Mrs L Johnson (Deputy)

About this report

Why have this report?

We want our parents and carers and others interested in our school to know about our approach to supporting the needs of children with SEN and disability.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. There is information on the law and guidance we follow on the East Sussex website: www.eastsussex.gov.uk/localoffer

This report meets the requirements of schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2015 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Where will this report be published?

It will be shown on our school website and as part of the East Sussex 'local offer' on the above link.

Updating this report

We will keep this report up to date throughout the year. The Governors will review this report once a year and will involve pupils and parents in that process. If you want to give us feedback about the report, please contact our administrator in the school office.

This report is also our SEN policy.

Signed.....Chair of Governors
Date.....

1. Which children does the school provide for?

Since February 2019, we have been a member of the BOSCO Catholic Education Trust and admit pupils from ages 4-11.

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 who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. 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. Further information about applying for a place at Annecy can be found in the following places:

- [Annecy Catholic Primary School Admissions Policy school admissions - East Sussex.gov.uk](#)
- Information for Families team: 0345 60 80 192

If your child already attends the school, your first point of contact is your child's class teacher, who will be happy to make an appointment to talk with you.

Our Inclusion Manager is Mrs L Johnson. She is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The Inclusion Manager also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school. She is aware of provision available under the East Sussex Local Offer.

We consider your views to be very important and believe that information sharing is vital to your child's success. We are keen to hear about both successes and any concerns you may have, which will always be taken seriously.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures:

- ✓ arrangements are in place in school to support pupils with medical conditions
- ✓ an SEN information report is published annually
- ✓ there is a qualified teacher designated as an Inclusion Manager for the school.

In addition, our governing body works with the Inclusion Manager and Headteacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school. Our SEN governor is Siobhan Cox.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements.

Contact details:

Mrs L Johnson

Tel: 01323 894892

Email: senco@annecy.org.uk

2. How does the school identify pupils with SEN, and how does the school assess their needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes and experience of school.

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or 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
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **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.

Identifying SEN

Some children come to school having already been identified with a Special Educational Need or disability. In this case the reception teacher, the Inclusion Manager and outside agencies meet and discuss your child's transition from the early years setting. This ensures that your child's start at school is planned and your child has all provision needed in place.

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. The Inclusion Manager, through discussion with parents, teachers and specialists will consider whether a child may have special educational needs and with parent's permission, assessment of needs or referral to specialists may occur and then a programme of provision put in place to support the child. Children with behavioural needs may be referred to ESBAS (the Education Support, Behaviour and Attendance Service) or to CAMHS (the Child and Adolescent Mental Health Service). Pupils with a communication, learning or Autism Spectrum Condition may be referred to CLASS (the Communication, Learning and Autism Support Service). If a pupil has needs that stem from having English as an additional language, they will be referred to EAL support service that will work closely with the school to meet needs of individual children. Difficulties related solely to the process of learning English as an additional language are not considered to be a sign of SEN. Language development is monitored over time in order that SENs, if they are present, can be observed, thought about and addressed.

Persistent disruptive, challenging or withdrawn behaviours do not necessarily mean that a child has SEN. We know that behaviour is a form of communication and consider the child's needs in a holistic way to ensure that both the possible reasons behind the observed behaviours and the most appropriate form of support. We use an approach called Thrive which enables us to support children in their emotional development, one of the factors which can lead to concerning behaviours.

Listening to and informing parents

We operate an open-door approach and aim to keep parents and carers informed of any discussions we may be having at school. Wherever possible we aim for parents to be involved in these discussions. This may be through the usual channels of parent consultations or informal conversations or we may invite you to attend a meeting for a longer discussion. We recognise that parents know their children best and listen and understand when parent's express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Provision Maps, Class Profiles of Need and Additional Needs Plans

Children who have SEN support will have their provision recorded on a whole school Provision Map. They will also have Assess, Plan, Do and Review targets. Children with more complex needs may have an Additional Needs Plan (ANP). This is a more detailed document and may be used to support an application for a Statutory Assessment for an Education, Health and Care Plan if appropriate. The ANP is reviewed 3 times each year in collaboration with parents, carers and children

Education, Health and Care Plans

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. In East Sussex, schools

are required to complete, follow and review an Additional Needs Plan in advance of making an application for an EHC assessment. 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. The EHC plan also specifies the arrangements for setting shorter term targets at school level. Only children with very complex needs will be assigned an EHC plan by the Local Authority.

Reviewing an EHC plan

EHC plans 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/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer will be invited. In addition, other professionals associated with the child may be invited, e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist or Social worker. The SEN Matrix will be used to inform decisions about level of need and strategies to support the need.

Before the meeting we will:

- Give notice to all parties at least two 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 EHC plan reviews with social care reviews.

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

We are committed to working with parents and carers and all are actively encouraged to take part in the life of the school. This can range from helping in classes, attending assemblies and collective worship, attending parent workshops, helping with trips and visits and supporting the PTA.

We always consider the views and feelings of parents and carers and try to make ourselves easily available to speak to. Class teachers can be approached daily at home time, but parents and carers are also able to arrange a more private meeting with the class teacher or Inclusion Manager. Class Dojo is a method of communicating with the class teacher, this is checked daily and teachers aim to respond within 48 hours.

Parent consultations take place in the Autumn and Spring, and following written reports in the summer, parents can attend a further consultation if required.

If a child is identified as having SEN, parents will be liaised with regularly to ensure a collaborative approach to improving outcomes. This may take place at parent consultations, or in separate meetings where necessary. If a child has an ANP, parents will be invited in three times each year, or more if parent/carers or the Inclusion Manager feel this is appropriate. For children with an EHC plan, an annual review will usually take place as one of the three review meetings. All reviews focus on children's progress towards the agreed outcomes, identifying future priorities and planning support to meet future outcomes.

School reports are sent out each year.

Any reports from outside agencies are shared with parents and carers and time taken to ensure provision is adapted in agreement accordingly.

We also aim to support parents in facilitating the development of their child at home. Sometimes this may

mean signposting to additional services, by running workshops or providing advice ourselves.

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents 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.

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

We are committed to involving children with SEN in decisions about their learning. We will:

- 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 Inclusion Manager/Senior Leadership and/ or support staff;
- Provide children with the information and support necessary to enable full participation in decision making;
- Support children in their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Activity	Who's involved?	How often?
Self -assessment	Pupil, class teacher	Daily
Class Circle times/discussions	Pupil, class teacher	Weekly/as needed
Pastoral Care/THRIVE groups (mixed age school council – all pupils involved)	Pupil, pastoral care group leader,	Fortnightly
School Council	Class, class teacher	Weekly/as needed
Pupil Voice	Pupil, Inclusion Manager, class teacher, subject co-ordinators	At least once a year, and additional as needed
SEN support review meetings	Pupil, parents, class teacher, supported by Inclusion Manager	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, Inclusion Manager, class teacher, support services, local authority.	Once a year

5. How does the school assess and review pupils' progress towards outcomes?

All children on the SEN register are discussed at termly pupil progress meetings allowing us to adapt provision and monitor progress. Parents are invited to meet the teacher at parent consultations, and children who have an Additional Needs Plan or Education, Health and Care Plan will be invited to a meeting with the Inclusion Manager, class teacher and, where appropriate, the young person or child three times a year to monitor progress and agree priorities.

This process works in the following cycle:

Assess: Children are assessed to track progress formally at the end of every term (6 times per year, but each child is informally monitored (formative assessment) by the classroom staff throughout the term, ensuring we can identify difficulties as early as possible. We also recognise that other factors need to be monitored, such as behaviour, speech and language, and social and emotional aspects of learning as these can also be key indicators of a special educational need, or a barrier to learning. Some children require

more specific assessments to track progress in smaller steps, examples of these include The Glyne Gap P Scales, Literacy profiles and assessments linked to a specific intervention programme. Occasionally it may be necessary to assess children using a 'one-off' formal SEND assessment for example Dyslexia Portfolio Screening Test or Speech link. All children are screened using speech and language link on entry to Reception to identify any speech and language difficulties allowing for early intervention.

Plan: It is the responsibility of the Inclusion Manager to suggest evidence informed interventions for Wave 2 and Wave 3 children and inclusion strategies that any child may require within the class. Where a child has additional needs, which require further adaptations to the usual quality first teaching approach, Assess, Plan, Do and Review targets will be created with the child and their family to outline strategies which will assist in removing barriers to learning for each specific child. The majority of these strategies will still be class based (recorded on a Provision Map). There will be occasions where additional intervention is required, such as when a child needs some speech and language sessions, or a nurture or social skills group. It is our aim to ensure any disruption to class sessions is minimal so that children feel included in everyday class life. Advice on planning can be sought from the Inclusion Manager. Interventions are discussed at Pupil Progress Meetings and monitored by the Inclusion Manager. Children with more complex needs will have an Additional Needs Plan, outlining strengths, difficulties, priorities and targets to work towards. All Additional Needs Plans are written in collaboration with the child and their family, as well as any other professionals that are able to support the plan. All children who have an Education, Health and Care Plan (EHC) or a Statement have an Additional Needs Plan to ensure provision is met.

Do: It is widely recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils. Teaching assistants are well trained in SEND and have particular expertise with the children they are working with, for example, dyslexia and ASD.

Review: Children's progress is regularly reviewed by teachers and teaching assistants as part of an ongoing process. We meet together at the Pupil Progress Meetings to discuss progress and effectiveness of the strategies and interventions that have been used. In addition, Additional Needs Planning meetings are held three times a year and include parents, staff and external agencies (where appropriate). Assess, Plan, Do and Review targets are reviewed weekly and discussed at parent consultations. If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

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

SEN Funding

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget. The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. In some circumstances, parents 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 EHC plan where the parent or young person is involved in securing that provision.

It is widely recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using specific techniques and strategies to include individual pupils. Teaching assistants are well trained in SEND and have particular expertise with the children they are working with, for example, Speech and Language, ASD. The Inclusion Manager, Class Teacher and Teaching Assistant will work together to develop SMART

objectives - assess, plan, do and review cyclical approach. These individual targets should be reviewed on a weekly basis for impact.

Children who have been identified as needing additional support, may work in small groups with the support of an adult to ensure they are clear about the tasks and so that curriculum content can be clarified. Children may also be offered one to one time to consolidate learning. Some children, who have been referred to specialist agencies such as Speech and Language, may have a set of targets that they work on with a TA on a regular basis. All teachers and support staff undergo regular monitoring themselves to ensure that the quality of teaching is of a high standard and that everyone has current and updated skills. All interventions are measured for impact at the end of each six-week cycle.

Where a child has additional needs, which require further adaptations to the usual quality first teaching approach, an Additional Needs Plan will be created with the child and their family to outline strategies which will assist in removing barriers to learning for each specific child. The majority of these strategies will still be class based (recorded on a Provision Map). There will be occasions where additional intervention is required, such as when a child needs some speech and language sessions, or a Thrive or Sensory Circuit group. It is our aim to ensure any disruption to class sessions is minimal so that children feel included in everyday class life. Advice on planning can be sought from the Inclusion Manager. Interventions are discussed at Pupil Progress Meetings and monitored by the Inclusion Manager.

6. How will pupils be supported when they move between phases of education?

Annecy works closely with all of our feeder secondary schools to ensure a smooth transfer for our pupils from one educational establishment to the next. If a student is transferring into our school, we can arrange multiple visits in advance of their transfer. For Year 6 pupils the Class Teacher and Inclusion Manager meet with the SENCo and Head of Year of all feeder secondary schools to ensure a thorough and smooth handover of information.

For pupils moving into the school, meetings and visits with the Head Teacher, Inclusion Manager and class teacher can be arranged and support offered as necessary.

The Inclusion Manager would always seek to have a handover meeting for any pupil starting at Annecy with an EHCP. We would ensure that we have a clear understanding of the pupil's needs and of their existing support plan and targets.

7. What is the school's approach to teaching pupils with SEN?

We pride ourselves on ensuring that pupils are treated as individuals and that an appropriate curriculum is put into place for each and every child.

Within the classroom, all classroom teachers are responsible for high quality teaching and for providing appropriately differentiated resources for pupils. Teachers are supported in this by the Learning Support Assistants and Inclusion Manager. Teachers support pupils in their learning through the use of different teaching strategies, technology and a range of resources, enabling them to reach their God given potential.

Staff are trained regularly throughout the year on the impact of different learning needs on a student's experience of the classroom.

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.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review) (This is from SEND Code 6.12).

Curriculum Information for each class is available on our website.

8. What additional learning support is available for pupils with SEN?

Annex pupils are all supported by the assigned budget. The allocation of time and resources is directed by the Senior Leadership Team. Staff timetables are arranged to offer the maximum possible support to the pupils both in lessons and in specialist small teaching groups. We aim to prioritise levels of support in accordance with the needs of the individual pupils.

9. 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. Annually, the head teacher, in conjunction with the governors and staff, draws up a school development plan which outlines school priorities for the year and denotes who is responsible for each area of focus. These areas are then monitored throughout the year. In addition, each subject area has an action plan implemented and monitored by the subject co-ordinator. This includes reference to how pupils with SEN will be supported and the priorities for ensuring they make progress.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Staff have attended a variety of training courses – some online, including Awareness of Autistic Spectrum Disorder/ADHD, Dyslexia, Precision Teaching, Maths Mastery, SLCD and THRIVE. We have a LSA with an accreditation in supporting pupils with dyslexia and another in supporting pupils with speech and language difficulties. We also have a LSA who has recently qualified as a Thrive Lead Practitioner. All our teachers are qualified teachers.

Our Inclusion Manager is a qualified teacher and is currently undertaking National Award in Special Educational Needs Co-ordination in 2015 as required in the SEN Code of Practice.

Our Learning Support Assistants have attended training as detailed above.

We have a wide range of training available to us:

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)

[Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

CLASS@eastsussex.gov.uk

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

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and interventions have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.

The school sends home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

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

We have six classrooms, library, intervention room, school office and toilets all on one level. Our hall can be accessed from the same level from the outside, or via three steps or a lift inside. All our playgrounds are on one level. The KS1 outdoor area is divided by three steps, however there is a ramp that can be used to access if necessary.

We encourage parents and carers to discuss any concerns regarding accessibility with us so that we can plan for full inclusion.

Like all schools, Anney is subject to the Equalities Act and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged (Equalities plan/ accessibility plan). We take appropriate steps to ensure the school is accessible. We take appropriate steps to prevent disabled pupils from being treated less favourably by other pupils and we provide facilities to assist access to the school by disabled pupils. (see accessibility plan)

If your child needs medication to be administered in school, then you are asked to provide details of this on a form. The school nurse is available for advice and she can write a health plan when a child has specific medical needs. Where a child has significant medical needs, there will also be a discussion between the class teacher, Inclusion Manager, school nurse and parents resulting in an Individual Needs Health Care Plan being put into place. Aspects of this will be shared with staff on a need to know basis.

For more information, see our website for Equality Policy

Available on request at office: Supporting Children with Medical Conditions Policy

12. How are children included in activities with other children, including school trips?

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.

All children are included in activities and experiences outside of the classroom, school clubs are available to all pupils. Risk assessments are carried out for school visits and reasonable adjustments made wherever possible to ensure all children are able to participate.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

13. What support is there for children's overall well-being and their emotional, mental and social development?

We are a THRIVE school. This means we use the THRIVE approach throughout our setting and as part of our whole school ethos. We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives, become independent learners, enthusiastic and with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society. Being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

As a small school, we pride ourselves on knowing each child as an individual member of the Anney family. Inspired by the Gospel we love life and all it teaches us, and encourage our children to achieve beyond their dreams, exploring the different gifts and talents with which they have been blessed. Christian values, alongside Fundamental British Values are promoted through assemblies, collective worship, House Captain Pastoral groups, EPR sessions in class and class discussions.

All adults in school take a great interest in and concern for all pupils. We take children's and parental concerns about well-being seriously. In the first instance, the class teacher and adults in the classroom are kept well informed. All adults who come into contact with any child have responsibility towards ensuring that children feel safe and secure at school. We support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.

The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services, Educational Psychology Service, Communication, Learning and Autism Support Service (CLASS) etc.

For more information, see our website for policies on: Behaviour and Discipline Policy, Anti-bullying Policy Child Protection and Safeguarding Policy, EPR Policy and Online Safety Policy.

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

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.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. We have access to a range of outside agencies for additional support. For more information please refer to <https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/>

Some of our staff have undertaken specialist training. These include:

- LSA trained in supporting children with emotional needs through the Thrive approach;

- Inclusion Manager is currently undertaking National Award in Special Educational Needs Co-ordination
- LSA has Accredited Dyslexia qualification
- LSA has degree in education – supporting pupils
- All members of teaching staff are trained in The Empowerment Approach

We work in partnership with a range of statutory and non-statutory services in East Sussex, such as Autism Support service support from the CLASS team, language support from the integrated services team, as well as Occupational Therapy.

For further information on what is available locally, see:

www.eastsussex.gov.uk/localoffer

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

The school:

If your child is at school, the class teacher is the first point of contact, but parents are also welcome to directly contact the Inclusion Manager or Headteacher. All contacts are initially made through the school office: 01323 894892 or email: office@annecy.org.uk

If you are considering applying for a place in this school and your child has special educational needs, then the first action to take is to phone the school and arrange an initial visit with the Headteacher.

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

This tells you what is available for children with SEN in East Sussex.

SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

Amaze is a local charity offering impartial advice and support to families of pupils with additional needs

<http://amazebrighton.org.uk/services-and-support/advice-sussex/sendias-east-sussex/>

Helpline number: 01273 772289

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

We have an open relationship with parents and carers and encourage people to communicate with us early on if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately, we will arrange an appointment to meet as soon as possible.

In the event that you feel unhappy about how your concerns are being addressed, you will be able to make a formal complaint as set out in our complaints policy. In summary, the steps of our complaints procedure can be found on the policies page of the website.

