Special Educational Needs Information Report

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Website: www.polegateschool.co.uk

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs & Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. We also have a **SEND policy** which can be found on our website. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.localoffer.eastsussex.gov.uk

We will review this report every year and will incorporate feedback from pupils and parents. If you want to give us your views about the report, please contact the school office.

Approved by **Chair of Governors: Elizabeth Latter**
Date: September 2026

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

If you are thinking of applying for a place, contact Mrs Monika Bailey in the school office or office@polegate.e-sussex.sch.uk.

Polegate School is a maintained school; the admissions are managed by East Sussex County Council. If you require further advice about our admissions arrangements, please contact the Admissions and Transport team at East Sussex County Council. They can:

- answer detailed enquiries on the admissions process
- discuss your application
- let you know about home to school transport

- process applications for free school meals

Email: admissions@eastsussex.gov.uk

Phone: 0300 330 9472 between 10am and 3pm, Monday to Friday

The Admissions and Transport team
Children's Services
East Sussex County Council County Hall
St Anne's Crescent
Lewes
BN7 1UE

If your child is already at the school, you should talk to the child's class teacher, in the first instance. Please make an appointment via the school office 01323 482404 or office@polegate.e-sussex.sch.uk.

The SENCO 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 SENCO provides professional guidance to school staff and works closely with parents and other services that provide for children in the school. For children who are not on the SEN register, the first point on contact is the class teacher.

At Polegate Primary school the SENCO is Amie Ashdown and you can contact her on 01323 482404 or a.ashdown@polegate.e-sussex.sch.uk. Amie Ashdown is based in school Monday-Thursday. If contact with the SEN team is required outside of these days you can email sen@polegate.e-sussex.sch.uk.
There is also a SENCO assistant, Anna Russell and SEND Administrator who are part of the inclusion team who can be contacted by email: sen@polegate.e-sussex.sch.uk.

3. Which children does the school provide for?

We are a maintained primary school and admit pupils from age 4 to 11. We currently have 155 SEN pupils on roll (Sept 2026). We are an inclusive school and 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.

- Polegate Primary school admissions policy is in line with the county's admissions policy www.eastsussex.gov.uk/education-learning/schools/apply-for-a-school-place/read-our-policies
- Contact Information for Families for admissions advice 0300 330 9472

4. Summary of how the school meets the needs of children with SEND and disabilities.

At Polegate Primary school we are committed to enabling children with SEN to access all aspects of the curriculum and to make progress academically, socially and emotionally. We have a duty under the Children and Families Act 2015, and the Equalities Act 2010 to have a whole school approach to SEND.

Whole school approach

High quality first class teaching and additional interventions are defined through our continual dialogue across the school contributing to our provision management approach. Children requiring interventions are discussed at pupil progress meetings and children who have a higher level of need are placed on school support plans. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally

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 (see Teaching and learning policy and Special Needs and disabilities Policy and Inclusion policy).

Assess- Children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children may require specific assessments to track progress in smaller steps. Occasionally it may be necessary to assess children using a 'one off' formal SEND assessment e.g. Dyslexia screening test, Speech Link, YARC…).

Plan- All children who have an Education, Health and Care Plan (EHCP) have a plan for their provision. In addition, a small number of children with more complex needs also have an Additional Needs Plan and all children on the SEN register have an Assess Plan Do Review record. It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class. Advice on planning can be sought from the SENCO and SLT and interventions are discussed at Pupil progress meetings.

Do- It is 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 the specific techniques and strategies to support their individual pupils. Teaching assistants are well trained in SEND and where they have particular expertise, we aim to match them with the children they are working with.

Review- Children's progress is regularly reviewed by teachers as part of an ongoing progress. At pupil progress meetings the effectiveness of strategies and interventions are discussed. In addition, Additional Needs/Assess Plan Do Review meetings are held at least three times a year and include parents, staff and external agencies (where appropriate). If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing

advice. Those pupils with an EHC plan will have an annual review in addition to meetings throughout the year.
Having consulted with children, young people and their parents all our provision (internal or external) is based on an agreed outcome approach.

5. How does the school identify children's special education needs and disabilities?

We aim to identify a child's special education needs/disability (SEND) as early as possible, so that they have the best outcomes possible. A child has SEND where their differences calls for special educational provision. That is provision which is additional to and/or different from that which is usually 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 Developmental Coordination Disorder (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.

If your child has any special educational needs before they start our school, the previous setting will transfer your child's records onto us. The Early Years team may be also be involved and liaise with us prior to your child with SEND joining Reception.

Through termly pupil progress meetings, we identify children who may require additional support and who may need to be on the SEND register. Any 'additional to and different from' support is reviewed regularly and adapted as necessary. Concerns about a child having any special educational needs may be raised in the following ways:

• Pupil Progress Meetings
• Parent Consultations
• Concerns from parents/carers
• Pupil Voice
• Observations and scrutiny of planning, books, and assessments.
• Referrals from specialists and recommendations from other professionals.

We use pupil voice to find out how your child feels, what they think they need to work on and what helps them learn.

We recognise that parents know their children best and we listen and understand when they express concerns about their child's development.

As part of our ongoing 'assess, plan, do, review' cycle we discuss behaviour issues and whether these are connected with any possible special education needs. This process is also used to inform us of whether a child has English as an Additional Language (EAL), unless this information has previously been shared. However, a child with EAL will not automatically be placed on the SEND register as EAL is not a special educational need.

We assess each pupil's skills and level of attainment when they start at the school. On starting Polegate Primary school, we use the Speech and Language Link screening tool to check your child's speech and language skills. 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. Teachers and the SENCO will discuss the required provision and track progress and impacts of interventions. A further screen can be carried out in Year 3, using Junior Language Link.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP or have a meeting with the SENCO if they think their child may have ASD, ADD or ADHD or another similar disability.

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

Class teachers are responsible and accountable for the learning provision for all children with SEND and high quality, differentiated teaching is the best way to meet the needs of these children. Additional adults may support in class, with a group or on a 1:1 basis. In class, children may be provided with additional resources or equipment to support their learning (see below). In accordance with the SEND Code of Practice 6.19 any child who requires additional support does so through a collaborative approach.

Area of SEN	Examples of resources or equipment that may be provided to support children's learning.
Communication and Interaction	Word mats, communicate in print, visuals, Makaton, PECs books/boards, seating considerations made, individual visual timetables, Clicker app, individual work stations, Language Link strategies, Now/next boards, intensive interaction
Cognition and Learning	Buff backgrounds, word mats, writing frames, practical maths resources, laptops/tablets, appropriate texts (high interest/lower level), audio texts, dyslexia friendly teaching strategies, visuals, task boards, talking tins, see-saw
Social, emotional and mental health	Individual visual timetable, personalised reward systems, social stories, zones of regulation, calm corners, 'Soft starts' to the

	school day, Forest School, Gardening, visuals, sensory breaks, Nurture (Sanctuary room), quieter working spaces, calming fiddles
Physical and sensory	Alternative pencils, easy grip rulers/scissors, pencil grips, writing slopes, chewlery, move'n'sit cushions, weighted lap pads, standing desks, weighted blankets, ear defenders, Thera band, fiddles

Some children may require further additional support through an intervention, which are often time limited.

Area of SEN	Examples of interventions available
Communication and Interaction	Socially speaking, language and speech link, talking partners, Bucket Time, Lego Therapy, talk about, language for thinking, lunch time nurture clubs, pre-teach vocabulary
Cognition and Learning	Precision teaching, reading recovery, maths matters, first class number, better reading programme, colourful semantics, footlights, little wandl catch up
Social, emotional and mental health	Lunchtime nurture groups, social skills group, zones of regulation, ELSA, forest school, daily soft starts
Physical and sensory	Jump ahead, sensory circuits, Busy Box

The interventions are reviewed regularly and the impact of them evaluated. If they have proven to be effective, yet the child has further progress to make, they may continue for another specified period of time and reviewed again. Children with the most complex needs will have outcomes set and provision outlined on an Assess, Plan, Do, Review plan.

The quality of teaching and interventions is underpinned by quality training and monitored closely, through observations and analysis.

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.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation' or 'adaptation'. See further examples in section 6.

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 - SEND Code 6.12).

Parents receive termly curriculum newsletters from their child's year group.

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

At Polegate Primary school we are committed to working in partnership with parents and carers to ensure all children receive the best possible provision for their learning and wellbeing.

Formal parent consultation evenings are held twice a year, though teachers are happy to arrange appointments at other times to discuss concerns, if needed. All children receive an annual school report, towards the end of the school year.

Children with Additional Needs plans will have three reviews per year. Children with Education, Health and Care plans will have an annual review. Parents are invited to contribute their views, long and short-term aspirations for their children. The focus of the review meetings is to evaluate the progress each child is making towards their planned outcomes.
Current information is shared between home and school to ensure a collaborative approach is maintained to provide the best support for each child. New outcomes are agreed and recorded, with key steps highlighted and provision outlined.

Parents are encouraged to communicate with teachers via their personal email address or the See-saw app which is used to share any learning updates. If a more formal meeting is needed, appointments can be made via the school office.

We have an open-door policy and encourage parents and carers to contact class teachers in the first instance and then the SEND team.

Parent Think Tank meetings and informal coffee mornings happen throughout the year.

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

At Polegate Primary we believe that it is crucial to include children in their learning, including evaluating the progress they have made and planning their next steps. All children engage in a variety of Assessment for Learning strategies to consider what they have achieved and what they need to work on to develop their learning further. Some children will be consulted on their views in other ways outlined below:

	Who's involved?	*How often?*
Self/peer assessment	Pupil, Class teacher	As appropriate
PSHE	Pupil, Class teacher	Weekly
Pupil voice	Pupil, Class teacher, SENCO, SEN team, Support staff	As required
Pupil passports	Pupil, Class teacher, SENCO, SEN team	As required
APDR /ANP reviews	Pupil, Parents/Carers, Class teacher, SEN team, Support staff	At least 3 times a year
Annual review (EHC plans only)	Pupil, Parents/Carers, Class Teacher/Support Staff, SENCO, Outside Agencies/Specialists Professionals, Local Authority – Planning and Assessment Officer	At least once a year

10. How does the school prepare and support children to transfer to a new school/ secondary or the next stage of education and life?

School partnerships and transitions

We understand the importance of smooth transitions for all our children as they move into new classes or onto new settings, and we are sensitive to the needs of individual children.

Joining Early Years

We work closely with our nursery school and pre-schools to ensure a smooth transition into school. One of the Early Years teachers will visit your child at nursery or at home before they start schools to get to know them. There are opportunities for children to attend transition activities before they start Reception. Where a child comes into school with a high level of need, we have additional meetings involving parents, nursery staff, EYFS staff, SENCO and the Early Years' Service where necessary.

Moving class

In the summer term teachers meet to share information, discuss strengths and weaknesses, and share strategies which have been successful. All children spend a transition day/session with their new teacher in the new classroom.

Moving to Secondary School

During Year 6 we are committed to supporting all pupils with moving to their respective secondary schools. We liaise with schools either by meetings in person or online, and share important information. We work closely alongside Willingdon Secondary School and run a smooth

transition programme for our pupils, including those more vulnerable pupils. Children are invited for additional transition visits and Willingdon offer summer school sessions.

For children with EHC plans, who are moving to specialist setting, we offer a more bespoke transition programme. We also aim to invite the secondary school Inclusion Manager to the year 6 annual review meeting for those with EHC plans.

Moving Schools

If we are aware of your child moving school, we will contact the Inclusion Manager of the receiving school to pass on important information, prior to them receiving the paperwork.

11. What training do school staff have?

At Polegate Primary we are committed to developing the ongoing expertise of our staff. We regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement.

All teachers have achieved Teacher Status (QTS). Our teachers and teaching assistants all receive training in safeguarding and first aid. Training in areas for SEND, such as awareness of neurological differences, Makaton, Dyslexia, Speech and Mental Health, take place on a rolling programme. Teaching assistants participate in INSET training and regular TA meetings termly.
Teachers are part of weekly training that is pre-planned and covers a range of subject knowledge areas.

Where interventions are required, we ensure that staff have sufficient skills and knowledge to deliver the intervention effectively. The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to CPD for all teaching and support staff.

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

We regularly and carefully review the quality of teaching and the progress made by the children. We look at whether our teaching and programmes of support 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 area of the School Improvement Plan to further improve our SEN provision.

Polegate School are a Flagship School for IQM, and have held IQM status for over 10 years. This status is re-evaluated every year. Being a Flagship School, we have close relationships with other schools to evaluate and improve school teaching.

We send 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 through 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?

The school have a detailed accessibility plan. This is available on the school website: Accessibility Plan 2025.pdf

The school has some areas which are multi-storey and these can be accessed via a lift system-suitable for wheelchair users. There are disabled parking bays, nappy changing, disability changing and disability toilet facilities available. When your child first joins, please let the school know if you or your family members have any access issues.

14. 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. 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.

Staff will make a visit to all educational visit sites in order to make appropriate plans for inclusion and safety of all pupils. Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed, the risk assessment would include a meeting with parents / carers as well as taking account of any medical advice. On some occasions, an additional member of staff may be assigned to support an individual within a small group if the risk assessment indicates that this is necessary.

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

At Polegate School we are committed to helping all children stay safe and healthy and enjoy their time at school, and to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community.

We have a dedicated pastoral team at Polegate Primary School which includes, but is not restricted to:

- An Attendance Officer
- Mental Health first aiders team
- A Pastoral lead
- Two ELSA teaching assistants
- 2 members of SEN Nurture staff

- A Forest school teacher

Children have access to 1:1 and small group wellbeing interventions delivered by ELSAs. We have a dedicated HIVE room to provide these sessions and the ELSA teaching assistants periodically liaise with an Educational Psychologist. We run soft starts and soft finishes for children 5 days a week. Since July 2025 we have a therapy dog who visits the school on a weekly basis to provide emotional support for a small group of children.

We are supported by the NHS School Health Nursing Team, Early Help services and Child and Adolescent Mental Health Services (CAMHS).

The school has a Designated Safeguarding Lead and 4 Deputy Safeguarding Leads.

Follow the link to our policies section on the school website for Polegate School's Behaviour policy and Child Protection and Safeguarding policy.
School Policies – Polegate School

16. Finance

At Polegate School there is a finance officer, Mrs Louise Gingell. This is reviewed termly by senior leadership and in governor meetings.

The notional SEN budget for 2025/2026 was £368,946. This is exclusive to the specifically allocate high needs top up funding of £177,815.

Therefore, the total SEN allocation for 2025/26 was £546,761.09

The total Expenditure for 2025/26 was £553,666

The notional budget projected for year 2026/2027 is £383,564 (this does not include high needs top up funding)

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

Polegate School has access to the full range of Local Authority specialist services in education, health and social care [see the Local Authority local offer].

As part of the cycle of SEND 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. Outside agencies we work regularly with include:

- EPS - Educational Psychology Service
- Assessment and Planning (A&P)
- Communication, Language and Autism Support Service (CLASS)
- English as an additional language service (EALs)
- School Health Nursing Team
- Sensory Needs Service (SNS)
- Physiotherapy service

- Occupational therapy service
- SEND Early Years' Service (SEND EYS)
- Speech and language service
- Teaching and Learning Provision (TLP)
- East Sussex Young Carers
- Early Help Key Work Support Service (EHK)
- Teams Around School and Setting (TASS)
- CAMHS – Child and Adolescent Mental Health Service Children's Services
- SEND Placement Support Service (SEND PSS)
- Inclusion and Alternative Provision (INCAP)
- Sibling Service (Sibs)
- Spectrum
- LSEAT

The school also have access to a private speech therapist. The school use Action Your Potential service to provide SEMH support for families and pupils.

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

The School Website: We regularly update our Parent Portal on the website with a range of sources of support
https://polegateschool.co.uk/parents/general-signposting
https://polegateschool.co.uk/parents/mental-health-and-wellbeing-signposting

The 'local offer' www.eastsussex.gov.uk/localoffer

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

Open for Parents: https://www.openforparents.org.uk/

CITES: https://www.eastsussexchildren.nhs.uk/about/childrens-integrated-therapy-services/

CLASS+ www.1space.eastsussex.gov.uk/Services/4848

i-go: www.igo.eastsussex.gov.uk/

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

In the first instance, please raise any issues with your child's class teacher, then a member of the senior leadership team:

Mrs Debbie Jones- Head Teacher
Mrs Sally Barnard- Deputy Head Teacher
Mrs Hayley Giggs- Assistant Head Teacher
Miss Amie Ashdown- SENCO

If you still don't feel the matter has been dealt with satisfactorily, please refer to our School complaints procedure
Complaints Policy 2025.pdf

Approved: 15/10/2026

Date for Review: 19/10/2027

Head Teacher: Debbie Jones

Special Educational Needs and Disability Co-ordinator: Amie Ashdown

Chair of Governors: Elizabeth Latter

SEN Governor: Emma Collins

Designated Safeguarding Lead: Sally Barnard