



## Special Educational Needs and Disabilities Information Report (SIR)

Date: January 2026

Review date: January 2027

### **What are the kinds of special educational needs that are provided for at your school?**

Arunside School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners 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) and the Children and Families Act 2014 ( PART 3 Children and young people in England with special educational needs or disabilities)

Should additional support be necessary, an outline of the 'Waves' of provision available to pupils can be found on our website on the 'Provision at Arunside' document under the SEND and Local Offer area. The school 'Accessibility Plan' can be located under the Policies area of the website.

### ***What policies and procedures do you have for identifying children and young people with SEND and assessing their needs? Who is the SENDCo at your school and how could I contact them?***

We have rigorous monitoring systems in place that track the progress our learners make in all areas of the curriculum. Staff are vigilant with supporting and raising any concerns and share this information with the Senior Leadership Team (which includes the Special Educational Needs and Disability Co-ordinator) during regular pupil progress meetings. We use data and other forms of appropriate assessment to identify additional needs and celebrate achievement. Should a child need additional support to enable progress, a programme of intervention may be put into place. Interventions are time bound and pupil progress is assessed regularly to ensure needs are met and targets are reviewed. Interventions can be for short-, medium- or long-term periods and this is assessed on a child by child basis.

Parents/carers are encouraged to speak to the class teacher about any concerns they may have. If necessary, further consultation will be had with the SENDCo who will be able to advise parents/carers on a suitable plan of action for their child.

The role of the SENDCo is held by Mrs Victoria Hills and she can be contacted by phone on 01403 260919 or on email; [senco@arunside.school](mailto:senco@arunside.school) or via the school office; [office@arunside.school](mailto:office@arunside.school). Mrs Sharon Roberts, SENCO Assistant, ably supports Mrs Hills.

Danielle Mussellwhite is the school's Inclusion Governor.

Arunside School also has a 'Special Educational Needs and Disability Policy' and 'Accessibility Plan' which can be found on the policy are of our website for parents to refer to for additional information.

***What arrangements do you have for consulting parents of children with SEND and involving them in their child's education?***

***Do the children get involved in the decisions made with regards to their education?***

We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open-door policy and take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Parents/carers are regularly invited into school to discuss ways they can support various aspects of their child's academic and social and emotional well-being. We offer parents evenings in the Autumn and Spring term with additional drop in meetings offered during these times with the SENCO, Assistant SENCO and Family Welfare Officer to all of our families, including those of children with SEND. Parents are also able to request additional meetings as required. Our Governing Body includes Parent Governors/representatives and many parents offer their services as regular helpers in school and for off site visits. All parents/carers of pupils with SEND will be in regular discussions with their child's class teacher as appropriate to their level of need. Children on the SEND register at Arunside have a one page 'Strategies Sheet' co-written between the teacher and child, and this is shared with parents termly. Targets set for Individual Learning Plans (ILPs) are regularly reviewed and shared, where the child has one in place.

**Formal Reporting**

Parent/Teacher interviews for all year groups are held in the Autumn and Spring terms. Annually written reports are sent home in the Summer term. These reports show progress so far and also areas for development that teachers, pupils and parents can focus

Progress against the Year 1 Phonics Screening is reported at the end of Year 1.

At the end of Year 4, children will complete the statutory 'Multiplication tables check' with results to be shared with parents.

At the end of Year 6, a record of the child's performance at the end of Key Stage assessments is sent to parents together with national comparative information.

**Informal Reporting**

Parents are welcome to make an appointment to see the child's class teacher and, if appropriate the SENDCo, Assistant SENDCo or Family Welfare Officer, at any mutually agreeable time. Similarly, staff will contact parents to arrange an interview if this is felt necessary.

**Children with Special Educational Needs or Disabilities**

When assessments reveal that children are experiencing difficulty in one or more areas, class teachers will register their concerns with the Special Educational Needs and Disability Co-ordinator (SENDCo). The school works within the framework of the Code of Practice for Special Educational Needs (2014) and individual records of children's targets and progress are kept. Reasonable adjustments for a child's special educational needs will be considered in line with the West Sussex [Ordinarily Available Inclusive Practice](#) (OAIP) guidance and reviewed as part of the 'Assess, Plan, Do, Review cycle'. Please see our 'Special Educational Needs and Disabilities Policy' and 'Provision at Arunside' document on the school website for further information.

**Supporting families**

We also believe in supporting the development of parenting skills and have access to a school counsellor/play therapist who works closely with the SENDCo to support young people and their families. Our Family Welfare Officer, Mrs Sara Lee, works to support children, parents and families and can be contacted via. [fwo@arunside.school](mailto:fwo@arunside.school).

**The Individual Child**

Wherever possible, the child will be involved in planning for and assessing their progress. Children are encouraged to set themselves personal targets and look for evidence of their successes both socially and academically. When a child has an additional need, they may be involved in meetings with staff, parents

and outside agencies. Due to their young age, involvement of the child may be approached in a more informal, child friendly environment, prior to any additional meetings that may occur. This would be decided on a case by case basis.

Most pupil voice.

### **What arrangements do you have for assessing and reviewing children and young people's progress towards outcomes?**

### **What opportunities are available to work with parents and young people as part of this assessment and review?**

Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Foundation stage assessments, ongoing formative and summative assessments of children and their work, observations and parental consultations are all used to pinpoint areas of specific need. Class teachers will inform the SENDCo about a child experiencing difficulty. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The duration and frequency of an intervention is assessed on a needs basis and modified linked to pupil outcomes.

The school will also respond to concerns raised by outside agencies or parents and, if necessary, appropriate support will be put into place.

Having identified needs, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. Our SENDCo/Deputy Headteacher and Headteacher lead on this aspect and share this information with governors. Our governors play an active role in monitoring the quality of our special educational needs provision and a dedicated Inclusion governor meets with the SENDCo termly to monitor progress and ensure we are adhering to our Special Educational Needs and Disability Policy. Many of the interventions we put in place are research informed, evidence based and are measured to monitor impact against expected rate of progress.

Further signposts and support for parents can also be found via:

- [The West Sussex Ordinarily Available Inclusive Practice guide](#)
- [The West Sussex 'Tools for Schools' website](#)
- [The West Sussex Parent Carer forum](#)
- [SENDIAS \(SEND Information, Support, Advice Service\)](#)
- [Reaching Families](#)

### **What arrangements do you have for supporting children and young people in moving between phases of their education?**

We are a two-form entry primary school, and many of our children will progress onto one of four local secondary schools in the Horsham area. We receive pupils into Reception classes from a number of local pre-schools and we are well prepared for pupils joining us at other points throughout the primary phase.

#### **Admissions**

Arunside School complies with the West Sussex County Council admission procedures, including protocol for admitting pupils through Fair Access if this is applicable. More information on admissions can be found by contacting the Local Authority Admissions Team or through our school office.

#### **Transition to Secondary School**

The school works closely with local secondary schools to ensure smooth transition and awareness of needs. Year 6 staff meet with colleagues from secondary schools in the Summer term before transfer and visits are made by Year 6 children to their new schools. Where appropriate the SENDCo from both the current and transition school will make contact and, in some instances, set up observations or additional visits to those with additional needs prior to transferring. Our provision management systems record what aspects of our environment help individual children learn and this information is passed on in transition. Where appropriate, a programme of specific, personalised transition support will be put into place in

collaboration with school, external agencies, pupils and parents for those children who may find transferring school challenging. For example, some of our year six children may take part in 'The Ambassadors Scheme' where they are able to visit a local secondary school to reduce anxieties and worries.

### **Joining**

We have very good relationships with many feeder settings into our school. Children starting in Reception Class are visited in their pre-school setting, wherever possible, in the Summer term prior to starting and discussions with Early Years staff and Key workers will take place about individual children. In most cases, the SENDCo receives documented information regarding individual children who have been identified with additional needs in their Early Years setting and will work with the Reception Class teacher to implement appropriate provisions for when the child starts school.

### **What is your approach to teaching children and young people with SEND?**

#### **How are adaptations made to the curriculum and the learning environment of children and young people with SEND?**

We have high expectations for all of our children and therefore set suitably ambitious targets. However, we also realise that progress for some learners with special educational needs can look very different to that made by peers.

Therefore, all of our teachers are clear on the expectations of Quality First Inclusive Practice and use the Local Authority [Ordinarily Available Inclusive Practice](#) guide to further support teaching and learning in the mainstream classroom. This is monitored regularly by the Senior Leadership Team. All staff receive regular and relevant training and also realise the importance of providing a stimulating, caring and safe school environment, in which children are encouraged to work to their full potential in the knowledge that their work is valued. Therefore, adaptive and responsive teaching is embedded in our curriculum and practice. We hold regular Pupil Progress meetings, staff meetings and Key Stage meetings help us to monitor teaching and learning, and reflect on the next best steps for all pupils. This enables all of our staff, including teachers and teaching assistants to be able to contribute effectively to providing a broad, balanced, relevant curriculum which caters for the needs of the individual child.

We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Arunside School works in line with the Special Educational Needs Code of Practice (2014) and does not and will not treat disabled pupils less favourably in terms of admissions, provision of education or exclusions.

### **What expertise and training of staff do you offer to support children and young people with SEND?**

#### **How will specialist expertise be secured?**

The school is committed to the training of teaching and support staff in meeting a range of needs. Staff are encouraged to share expertise and to apply for external courses. The SENDCo provides training and feedback following any courses attended, arranges INSET sessions and gives advice and information where necessary. The Headteacher ensures that teachers have dedicated non-contact time to plan, which includes support for those on the SEND register. Teaching assistants may also have planning and preparation time as needed.

Recent examples of training undertaken by teachers and teaching assistants include: speech sounds training; communication friendly classrooms; emotional regulation; comic strip conversations and social stories; and understanding Autism, Zones of Regulation and de-escalation training.

However, if an individual child's needs prove greater than which can be managed from within the school setting, advice and support will be accessed from external services through a graduated approach and where appropriate, and with the parents agreement, the school may seek advice from external agencies such as the Learning, Behaviour and Advisory Team, Autism and Social Communication Team, Speech and

Language Therapy Service, Educational Psychology Service, School Nursing, School Counsellor or the Integrated Prevention and Earliest Help Team. On some occasions the school may suggest that a parent consults with their GP for medical support services, such as referrals for paediatric assessments with the Child Development Centre.

Our SEND Co-ordinator is an experienced and qualified teacher. We regularly invest time and money in training our staff to improve Quality First Teaching (QFT) and gain knowledge to deliver consider any reasonable adjustments or interventions required (support that is 'different to' or 'additional from' that provided for all children to make expected progress). For a child who requires a specific and personal plan of support, specific planning will be in place and appropriate training will be sought, if necessary, to best support the child and those working with them. Our staff are also updated on matters pertaining to special educational needs and disability through regular staff meetings, Key Stage planning meetings and INSET days. In 2019, Arunside successfully completed the 'Autism Aware Award' Bronze Level, assessed by the Autism and Social Communication Team at West Sussex County Council, and were accredited with the Silver Award in July 2023. In 2025, we also successfully completed the West Sussex Dyslexia and Dyscalculia Inclusive Practice Award (DaDIPA)

In January 2021, Mrs Victoria Hills completed the National SENCO Award. Mrs Sharon Roberts (Assistant SENDCo) is trainee as an ELSA (Emotional Literacy Support Assistant), is currently undertaking the Assistant SENCO apprenticeship and further supports staff CPD.

***How do you evaluate the effectiveness of the provision made for children and young people with SEND?***

The Headteacher, Governors and School Business Manager oversee matters of finance. Budgets are closely monitored and aligned to the School Development Plan. We seek to ensure value for money service and the SENDCo works with the bursar to cost out and evaluate impact to inform effectiveness of future provision for individual children or groups of children.

***How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?***

We aim to include all our learners in all aspects of the curriculum to ensure that they are able to enjoy their entitlement to a broad and balanced curriculum. Our practice and policy promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom.

Children with special educational needs or disabilities are fully integrated into the life of the school and represent the school on all occasions e.g. concerts, assemblies, sports days, visits and are expected to make good progress. All pupil related policies are reviewed with regard to equal opportunities, human rights and disability discrimination.

***What support is there for improving emotional and social development?***

***Do you have opportunity to listen to the views of children and young people with SEND?***

***What measures do you have to prevent bullying?***

At Arunside School, we believe that all pupils have the right to feel safe and valued and that they should be able to learn and play without fear of or disruption by others. We believe that good behaviour, high pupil self-esteem and a calm, purposeful working environment contribute towards our pupils' academic success and the development of their social and emotional skills.

We hold the personal development of children at our heart, and recognises the importance of developing pupils understanding and valuing of how they fit into and contribute to the world around them. Our Personal, Social, Health and Economic Education (PSHE) curriculum is taught through the 'Jigsaw' Programme, as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Pupil voice is measured with regular, informal interviews with a wide range of pupils, including those with SEND, by the Senior Leadership Team. Weekly sessions of Democratic Circles enable all children in Years

2-6 to work in mixed age groups, improving emotional and social development by covering a wide range of topical issues that the pupils themselves lead and discuss. The school employs a qualified School Counsellor 2 days a week who supports many children and their families to develop social and emotional skills through play therapy and we have an Emotional Literacy Support Assistant (ELSA).

All pupils at our school should be able to behave in a socially acceptable way, treat other people with respect and speak politely to other people. Incidences of bullying are extremely rare at Arunside School. Any incident that would be considered to be bullying will be taken seriously. A copy of our Relationships and Behaviour Policy can be found on the school website.

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?**

If an individual child's needs prove greater than which can be managed from within the school setting, advice and support will be accessed from external services and if appropriate, with the parent's agreement, the school may seek advice from external agencies such as the Learning, Behaviour and Advisory Team, Autism and Social Communication Team, Speech and Language Therapy Service, Educational Psychology Service, School Nursing, School Counsellor or the Integrated Prevention and Earliest Help Team. On some occasions the school may suggest that a parent consults with their GP for medical support services, such as referrals for paediatric assessments at the Child Development Centre.

The SENDCo also works with the West Horsham group of schools, who meet regularly to share good practice. Annual, bi-annual or termly meetings (depending on the service) are offered to each school individually to discuss the specific needs of our setting.

***What arrangements do you have for handling complaints from parents of children with SEND about the provision made at the school?***

In the first instance, parents/carers are encouraged to talk to their child's class teacher. If the matter cannot be resolved at this stage, then the SENDCo or Headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's '*Complaints Policy and Procedure*' can be found on the school website.