







# Pashley Down Infant School


## SEND Information Report






















  
 Pashley Down Infant School is an inclusive school where we





















  
 aim to create a sense of belonging for all children by


















  
 using high quality teaching to enable all learners to access an







  
 adapted curriculum suited to their needs.










  
 The SEND information report is a statutory document that









  
 explains more about SEND support in our school and




  
 how our SEND policy is used.

DATE APPROVED BY GOVERNORS	October 2025
DATE OF NEXT REVIEW	October 2026
STATUS	Mandatory

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 states that all maintained schools must publish a Special Educational Needs (SEND) Information Report each year.</p> <p>This report explains how our school meets the needs of our pupils with Special Educational Needs and Disabilities (SEND).</p> <p>The report is shared via our school website, <a href="http://www.pashley.e-sussex.sch.uk">www.pashley.e-sussex.sch.uk</a>, as well as being published in East Sussex County Council's 'Local Offer'. <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p>The 'Local Offer' provides information about the support available for children and young people with special educational needs and disabilities across the county.</p> <p>We review this report yearly and regularly seek the views of our school community and SEND pupils through the use of Pupil Voice as part of this process. Our parent governors are also invited to be part of this review.</p> <p>If you would like to share your own views about the report, please contact the school office.</p> <p>Signed by Chair of Governors: <i>Jennifer Cruse</i></p> <p>Date: 23/9/25</p>	<p>SEND CoP 6.81</p>
2. Who do I contact?	
<p><b>Admissions for New Pupils</b></p> <p>If you require a school place for a child who has an Education, Health and Care (EHC) plan, you should contact your Assessment and Planning Officer at East Sussex County Council who will be able to provide you with information and advice about how to apply.</p> <p>However, should you require a school place for any other child with Special Educational Needs or Disabilities, you should apply via the general East Sussex County Council admissions process. The Local Authority will consider your application according to the same set of rules that also apply to children who do not have SEND.</p> <ul style="list-style-type: none"> <li>• East Sussex County Council School admissions information <a href="http://www.eastsussex.gov.uk/educationandlearning/schools/admissions/">www.eastsussex.gov.uk/educationandlearning/schools/admissions/</a></li> <li>• Information for Families admissions advice line: 0345 60 80 192</li> </ul> <p>If you wish to discuss any particular aspect of how Pashley Down Infant School can meet your child's special educational needs, then please contact the SENco on 01323 730719.</p>	<p>SEND CoP 6.79 bullet 5</p>

<p><b>SEND Concerns for Existing Pupils</b></p> <p>If your child already has a place at Pashley Down Infant School, and you would like to discuss their needs, please contact your child’s class teacher in the first instance.</p> <p>Teachers can be contacted directly via email or the private messages facility on Class Dojo. Alternatively, you may wish to leave a message for them to contact you, outside of teaching hours, on our main school phone number 01323 730719.</p> <p>Following this discussion about SEND concerns, your child’s Class Teacher may raise a referral with the Inclusion Team to seek further advice and support.</p> <p><b>The Inclusion Team</b></p> <p>The Inclusion Team is led by our SENco, Mrs Amy Jones. She is responsible for leading and coordinating support and provision for our pupils with Special Educational Needs and Disabilities, including those children who have Education, Health and Care (EHC) plans. She provides professional guidance to school staff and liaises with outside agencies as needed as well as working with parents and children to best meet the needs of our learners.</p> <p>Mrs Jones also works closely with the following adults specifically regarding SEND provision;</p> <p>Miss Claire Browning – Behaviour Mentor / HLTA Miss Nicki Williams – Parent Support Adviser</p> <p>Contact via the school: 01323 730719 Email: <a href="mailto:ajones@pashley.e-sussex.sch.uk">ajones@pashley.e-sussex.sch.uk</a></p>	
<p><b>3. Which children does the school provide for?</b></p>	
<p>We are a three-form entry, maintained Infant School of approximately 270 pupils. We admit pupils between the ages of 4 - 7. We usually have 30 pupils in a class.</p> <p>We are an inclusive school. This means we aim to provide a high-quality learning experience for all children, including those with Special Educational Needs or Disabilities.</p>	<p>SEND CoP 6.79 bullet 1</p>

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

##### Aims

At Pashley we pride ourselves on our commitment to being an inclusive school. Our intention is to help all our pupils enjoy positive learning experiences and achieve their fullest academic and personal potential.

We offer a calm, caring learning environment with compassionate, committed staff who strive to help your child succeed and also form a close working partnership between home and school.

Our aim is to be able to welcome all children to Pashley, regardless of any specific additional need or disability. We will make reasonable adjustments and adaptations as necessary. However, Pashley is an old site which has been extended and has several staircases to negotiate inside and outside and the site itself backs on to The South Downs, which is open to the general public. We would welcome a discussion with you if your child experiences difficulties with danger awareness or mobility.

##### Early Identification of Needs

The school will aim to identify any additional needs as soon as possible by:

- Liaising closely with nurseries prior to them joining the Early Years Foundation Stage (EYFS).
- Listening to and investigating concerns raised by parents.
- Close tracking of children's progress and attainment.
- Close liaison between the SENco, Inclusion Team, Heads of Year and Class Teachers and Teaching Assistants

The majority of children's needs will be met in the classroom through Quality First Teaching from a teacher or via the range of interventions we offer. Should these measures not result in the desired level of progress or attainment, the Class Teacher will report this at one of our regular Pupil Progress Meetings which are usually attended by either the Head Teacher or Deputy Head Teacher, Head of Year and SENco. This may then result in further advice being sought from outside agencies or a referral being made. At this point there will be a formal consultation process with parents to gather their views and plan a way forward.

For some pupils, a more in depth, individual assessment may be undertaken by the school. This may include a language screening test or a standardised reading test, for example. The results of these assessments will be used to inform decisions about any interventions or support that may be necessary.

##### SEND Register and Assess, Plan, Do and Review cycle

Parents will be consulted if their child continues to need ongoing additional and different support in order to make progress and would therefore benefit from being added to the Special Educational Needs and Disabilities register.

Our school uses a cycle of Assess, Plan, Do, and Review (APDR) for all pupils. Any pupil on the SEND register has a personalised planning document with individual targets and outcomes detailed.

##### Additional Needs Plans

Pupils who are on the SEND register and continue to not make progress or access the curriculum will be put onto an Additional Needs Plan (ANP). This is a document that identifies outcomes wanted by parents, as well as the school, and fits into the cycle of Assess, Plan, Do, and Review. Outside agencies are usually involved at this stage.

SEND CoP

.79 bullet 5

## EHCPs

If, after all the previous levels of intervention and support have been implemented, the child is still failing to make sufficient progress, the school will make an application to the Local Authority for an Education, Health and Care Plan. This will only be applied for if the child falls within the appropriate level of need consistent with the thresholds set out in the East Sussex SEND Matrix.

<https://czone.eastsussex.gov.uk/send/sen-matrix>

An Education, Health and Care Plan is a document produced by the Local Authority in liaison with parents, schools, and other involved professionals. The document officially recognises the needs of an individual child and is based around outcomes and how they will be achieved.

## Looked After Children (LAC)

If a child is looked after by the Local Authority, they will have a Care Plan including an Additional Needs Plan (referred to as a Personal Education Plan (PEP) by the local authority) and a Health Plan. For Looked After pupils who are also on the SEND register, we will co-ordinate these plans with the termly APDR cycle and will involve parents and carers, as well as foster carers or social workers, in discussions three times a year.

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

We aim to identify children's special educational needs (SEND) as early as possible, so that they achieve the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for ongoing additional and different special educational provision to that which is offered to their peers of the same age. Most children will receive some sort of catch up provision, for a range of reasons, at some point in their school life, but it is only when there is an ongoing difficulty or barrier to learning that we consider whether children may have one or more of the following broad areas of Special Educational Need:

- **Communication and interaction** – for example expressive language, social communication, attention and listening and receptive language needs
- **Cognition and learning** –for example developmental delay and specific learning difficulties
- **Social, emotional and mental health difficulties** – for example self-care, attachment and relationships, social behavioural and emotional regulation needs
- **Sensory and/or physical needs- which may** – for example visual and hearing impairment, multi-sensory impairment, physical disabilities or medical conditions which affect a child's learning.

## Assessment

We assess each pupil's skills and level of attainment when they start in EYFS. 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 Team will liaise with Class Teachers and parents in order to identify whether further in school assessments or referrals to outside agencies are required. If a child has needs that are best assessed by medical professionals, then the school will support parents with the process of making a referral to relevant health services.

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## **Dyslexia**

Parents can let the school know if there is a history of Dyslexia in their family however, we are unable to diagnose dyslexia. We can offer a diagnostic screening test should there be evidence of this possibly being the underlying cause of ongoing literacy difficulties that are impacting progress and attainment.

We have an ongoing waiting list for diagnostic assessment. Please be reassured that we are a dyslexia friendly school and that any pupils displaying difficulties with reading and writing will be offered appropriate interventions.

## **Social, Emotional and Mental Health**

Pupils who have social, emotional, mental health and communication difficulties are monitored by the Class Teacher. Those who are not responding to our usual behaviour systems are discussed with the Senior Leadership and Safeguarding Teams. Class Teachers also carefully monitor their pupils' behaviour over time and raise any concerns to parents and the Head of Year. We expect Class Teachers to devise early intervention plans for any pupils exhibiting social, emotional and mental health difficulties including help with managing their own emotions and behaviour. These are shared with parents.

Pupils who have ongoing difficulties may be referred to the Inclusion Team and a meeting will be held to decide what the most suitable actions should be. Pupils can also receive intervention from our Behaviour Mentor if needed.

If parents and school agree a referral needs to be made to investigate the underlying causes of ongoing difficulties (social, emotional, mental health) then the Inclusion Team will initiate this process.

## **Parent Support Adviser**

Pashley Down Infant School employs a part-time Parent Support Adviser, Miss Nicki Williams, who is able to provide advice and support to parents who have children who display anxiety or challenging behaviour at home. She is also able to signpost and refer parents to outside agencies for support, if needed.

In addition to supporting with concerns raised by parents about their children, Miss Williams is also able to signpost for support with issues around housing and welfare.

Levels of support can vary from a small piece of work to a more long-term involvement.

If difficulties are not resolved we will refer onto outside professionals for advice.

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

We use Quality First Teaching to meet the needs of children with SEND according to the SEND Code of Practice (6.19). Children make the most progress when they are working with their teacher within their classroom setting. Our aim, therefore, is to make children independent and successful learners, relying less and less on adult support as they progress through the school.

The Class Teacher’s primary aim will always be to adapt lessons to enable all children to access the learning. This adaptation may take the form of a different task, additional support materials or equipment or an additional focus of adult support.

Where pupils are identified as needing a higher level of support, or having Special Educational Needs, the school provides for these additional needs in a variety of ways. The provision for pupils will be related specifically to their needs. Quality First Teaching in the classroom setting has proven to be the most effective way of ensuring all pupils make good progress.

The range of provision currently available includes:

- In class focussed support from a teacher for timetabled sessions.
- In class support for small groups from a Teaching Assistant (TA).
- Small group work on a specific topic / skill over a time bound period of intervention with an TA away from class
- Targeted individual support for specific programmes such as physiotherapy plans given to the school by health services.
- Precision Teaching to target a specific gap in knowledge, skills or understanding.
- Attendance at Nurture sessions / Behaviour Mentor Support.
- Specialist equipment such as sloping writing desks, ear defenders, wobble cushions, chair bands, etc.
- Access to Specialist Support Services e.g.  
Children and Adolescent Mental Health Service (CAMHS), Team Around the School and Setting Service (TASS), Service for Children with Sensory Needs, Communication, Learning and Autism Support Service (CLASS), Children’s Integrated Therapy Services (CITES), Educational Psychology Service (EP)

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<p><b>7. How will the curriculum and learning environment be matched to the child's needs?</b></p>	
<p>All pupils have access to a broad and balanced curriculum. We set high expectations for all pupils. We aim to make every classroom an accessible learning environment.</p> <p>We adapt and scaffold the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress.</p> <p>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 talk with children and parents as part of the SEND support cycle (Assess, Plan, Do, Review). This is from the SEND Code 6.12.</p> <p><b>Pupil Progress Meeting</b></p> <p>The school regularly monitors the progress and attainment of every child through Pupil Progress Meetings. Analysis of progress data by Class Teachers ensures that children who are failing to make expected progress, or where their attainment is too low, are identified and discussed. Children in this category will be considered for targeted additional support as listed above. The Class Teachers, Head of Year (HOY) and Inclusion Team keep a record of all provision and the impact of any interventions made.</p>	<p>SEND CoP 6.79 bullet 8</p>

<p><b>8. How are parents and carers involved in reviewing children's progress and planning support?</b></p>	
<p>All parents are invited into school to meet with their children's Class Teachers. We also aim to offer the parents of pupils with SEND the opportunity to have a more private meeting in order to discuss their outcomes and plans.</p> <p>We welcome parents' views and input to help co-produce outcomes and review their children's progress with us three times per year as part of the Assess, Plan, Do and Review cycle or, in some more complex cases, via an Additional Needs Plan review meeting.</p> <p>The parents of pupils with an Education, Health and Care Plan are invited to a more formal Annual Review which constitutes one of the three meetings. Other professionals involved with the pupil may also be invited to attend the Annual Review.</p> <p>The school aims to work in partnership with parents and carers. We do so by:</p> <ul style="list-style-type: none"> <li>• Making parents and carers feel welcome</li> <li>• Giving parents and carers opportunities to play an active and valued role in their child's education</li> <li>• Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision</li> <li>• Encourage communication by ensuring accessible information</li> <li>• Encouraging parents and carers to communicate with school sharing relevant information and including any perceived difficulties.</li> <li>• Focusing on the child's strengths as well as areas of additional need</li> <li>• Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.</li> <li>• Offering parent training and information sessions.</li> </ul>	<p>SEND CoP 6.79 bullet 3</p>

<p><b>9. How are children involved in reviewing their progress and planning support?</b></p>	
<p>The school recognises that all pupils need to be included in, and as appropriate, consulted on decisions about their support and provision in school.</p> <p>This inclusion may take the form of:</p> <ul style="list-style-type: none"> <li>• Involving children in the process of identifying their own learning needs and target setting</li> <li>• Completing Pupil Voice Questionnaires (Questionnaires designed to explore the child's attitudes and views about school)</li> <li>• Taking part in discussions with peers as part of the School Council</li> <li>• For children with an Educational Health Care Plan- Annual reviews through a written or pictorial submission</li> <li>• Looked After Children also have a written / pictorial submission to give their views three times a year.</li> </ul>	<p>SEND CoP 6.79 bullet 4 and 6.79 bullet 5</p>
<p><b>10. How does the school prepare and support children to transfer to a new school or the next stage of education and life?</b></p>	
<p>Links are actively maintained with nurseries as well as the receiving junior schools. The Inclusion Teams of all schools liaise regularly and information is passed both ways to ensure successful transition.</p> <p>For any transitions, be it preparation for a new class, a new place or a change of school, we plan additional transition group work, visits and meetings as needed. We are flexible in our approach according to the needs of individual pupils. We aim to give pupils coming into our school as many additional visits as needed, as well as providing transition information such as picture booklets or social stories about the school.</p> <p>Pupils coming in to EYFS have several opportunities to visit the school in small groups, initially with their parents, and then have a phased transition into school in September.</p> <p>Some parents may attend an in-school transition meeting if their children are known to the SEND Early Years' Service (SEYS).</p>	<p>SEND CoP 6.79 bullet 6</p>
<p><b>11. What training do school staff have?</b></p>	
<p>When we plan support for a child, we think about the knowledge and skill set their teachers and support staff will need. If necessary, we plan training for the staff member or arrange INSET or Twilight training.</p> <p>We have regular opportunities for training linked to our School Development Plan and SEND Action Plan. We are particularly focussed on embedding the use of visuals supports throughout the school in order to develop a total communication environment for our pupils.</p> <p>We respond to the needs of the pupils in particular classes and train staff appropriately, engaging the support and advice of specialists from outside agencies.</p>	<p>SEND CoP 6.79 bullet 9</p>

<p><b>12. How does the school measure how well it teaches and supports children with SEND</b></p>	
<p>We carefully monitor and review the quality of teaching and learning for all of our pupils. We do this through regular lesson observations, learning walks and work scrutiny in order to ensure that our teaching and programmes of support have made a difference.</p> <p>We use data and information recording systems to monitor the attainment and development of all pupils alongside our termly Pupil Progress Meetings. This helps us to develop the use of interventions that are effective and to remove those that do not make the desired impact on progress.</p> <p>We send home a parent questionnaire every year, summarise the results and feed this back to parents. This information helps to inform our School Improvement Plan.</p> <p>We also invite parents to provide feedback at meetings, responding to the APDR cycle and via the Ofsted parent view website: <a href="https://parentview.ofsted.gov.uk/">https://parentview.ofsted.gov.uk/</a></p>	<p>SEND CoP 9 bullet 10</p>
<p><b>13. How accessible is the school and how does the school arrange equipment or facilities children need?</b></p>	
<p>We are committed to making our school accessible for all pupils. We are subject to the Equalities Act 2010, and will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.</p> <p>We plan carefully which classrooms to place children in who have accessibility needs.</p> <p><a href="https://czone.eastsussex.gov.uk/inclusion/equality/equality-duty">https://czone.eastsussex.gov.uk/inclusion/equality/equality-duty</a></p> <p>We will work closely with both the child and their parents to provide access, support and learning experiences that maximise their potential.</p> <p>To continue to achieve this objective we will:</p> <ol style="list-style-type: none"> <li>1. Ensure pupils are included in discussions about their access to school and due consideration given to their thoughts.</li> <li>2. Ensure that all staff, but particularly co-ordinators consider access arrangements for disabled children within their subjects.</li> <li>3. For SLT to ensure a positive attitude to disability is evident in all school practice, including the recruitment of new staff.</li> <li>4. For SLT and Governors to continue to improve accessibility to all school areas as appropriate.</li> </ol>	<p>Section 69 Children and Families Act 2014</p>

<b>14. How are children included in activities with other children, including school trips?</b>	
<p>Through careful planning and reasonable adjustments, pupils with SEND can engage in school life alongside their peers and are encouraged to be active members of the local community.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes in order to ensure that pupils with SEND are able to engage fully in the life of the school and in any wider community activity or event.</p> <p>APDR plans are made according to the needs of each particular child to enable them to engage in a full curriculum and related activities.</p>	SEND CoP 6.79 bullet 11
<b>15. What support is there for children’s overall well-being and their emotional, mental and social development?</b>	
<p>Pashley Down Infant School provides support for all pupils through our PSHE curriculum and Values based education which is embedded throughout our school culture and ethos.</p> <p>We address many issues through our assemblies as well as through class-based lessons. Any pupils who need additional support may be referred for support to the Inclusion Team by the Class Teacher and provision will be planned as available.</p> <p>Pupils who are anxious or struggle with socialising or friendships during unstructured times of the school day can receive support from our Behaviour Mentor.</p> <p>The school may work with other services to support children, e.g. Team Around A School and Setting Service (TASS), Child and Adolescent Mental Health Services (CAMHS) and Early Help services etc.</p>	SEND CoP 6.79
<b>16. What specialist services does the school use to support children and their families?</b>	
<p>As part of the cycle of SEND support (Assess, Plan, Do, Review) we will consider whether we need to involve other services to ensure the pupil’s specific needs are met. Parents are always involved in any decision to involve specialists.</p> <p><a href="https://localoffer.eastsussex.gov.uk/send-information-and-services">https://localoffer.eastsussex.gov.uk/send-information-and-services</a></p> <p>The school maintains positive and regular contact with the Children and Young People’s Services.</p> <p>One or more of the following agencies might be asked to support in the work with a child.</p> <ul style="list-style-type: none"> <li>• Communication, Language and Autism support services. (CLASS)</li> <li>• Team Around the School and Setting (TASS)</li> <li>• Speech and Language Therapy Service (SALT)</li> <li>• Service for Children with Sensory Needs (SCSN)</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Children’s OT and Physiotherapy Service via the NHS</li> <li>• Children’s Integrated Therapy Service (CITES)</li> <li>• The School Health Service</li> </ul>	SEND CoP 6.79 bullet 13

<ul style="list-style-type: none"> <li>• Early Help Keyworker Team</li> <li>• Educational Psychology Service (EPS)</li> </ul> <p>The school also has the following specialist facilities:</p> <ul style="list-style-type: none"> <li>• The school has (<i>as mentioned above</i>) wheelchair access to the ground floor and various handrails around school to support disabled pupils.</li> <li>• Several staff members have expertise and qualifications in Dyslexia friendly teaching and Autism.</li> <li>• A Parent Support Adviser is employed by the school to work with parents and pupils. The support can be either a one-off signposting to other services support or a block of support.</li> <li>• Behaviour Mentor support for children who struggle with self-regulation, anxiety and or social, emotional and mental health difficulties.</li> </ul>	
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<b>17. Where can I get information, advice and support?</b>	
<p><b>The 'Local Offer'</b></p> <p><a href="https://localoffer.eastsussex.gov.uk/">https://localoffer.eastsussex.gov.uk/</a></p> <p><b>SEND Information, Advice and Support Service (SENDIASS)</b></p> <p>Impartial advice and help for children and young people with Special Educational Needs and Disabilities and their parents and carers.</p> <p>0345 60 80 192</p> <p>informationforfamilies@eastsussex.gov.uk</p> <p><a href="http://www.eastsussex.gov.uk/SENDadvice">www.eastsussex.gov.uk/SENDadvice</a></p>	<p>CoP 6.81 re local offer</p>
<b>18. What do I do if I am not happy or if I want to complain?</b>	
<p>Any complaints relating to the support or provision for pupils with SEND will be dealt with, in the first instance, by the SENco. If the complaint is unresolved at this stage, it can be taken to the Head Teacher. If the complaint is still unresolved, parents are advised to refer to the School's Complaints Procedure.</p>	<p>SEND CoP 6.79 bullet 14</p>