Sackville School
SEN Information Report

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SEN Information Report 2025-26

As part of the Children and Families Bill 2014, all schools are required to make available their SEND Local Offer to families, which details how they can support children and young people with a special educational need and/or disability (SEND).

The local offer comprises 14 questions that have been devised by parents and carers for schools and other educational establishments to respond to. For ease of use we have broken these questions down into separate parts in this document. The answers to these questions should allow parents and carers the opportunity to find the best possible education for their children.

West Sussex County Council have devised their own local offer regarding what children in this area are entitled to in terms of SEND https://www.westsussex.gov.uk/local-offer/

At Sackville, we are committed to offering an outstanding school experience which ensures the best possible progress for all of our students, whatever their needs or abilities. Support is provided for any student, who at any time, is identified as requiring additional or different provision to help them achieve success. We believe that all students are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives
- make successful transition into employment, further education or higher education

At Sackville we strive to ensure that all children reach their full potential and we take many steps to ensure this. High quality teaching is vital but in some cases, additional steps are taken. The following document outlines how this is done. Additional information can be found in our SEND policy.

Our Offer

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Q1. The kinds of special educational needs for which provision is made at Sackville

At Sackville we acknowledge that all teachers are teachers of Special Educational Needs and Disabilities (SEND). We recognise that it is the teacher's responsibility to meet the needs of all students in their class. Teaching staff achieve this through a combination of; classroom organisation, materials used, teaching style, differentiation and in partnership with input and support from specialist staff from The LINK (SEND team).

When necessary, we seek appropriate advice and support from external agencies. As a school we use our best endeavours to ensure that the necessary provision is made for any student who has special educational needs. (Code of Practice, July 2014)

Q2. How does Sackville know if students need extra help and what should I do if I think my child may have SEND?

During transition we gain information provided by parents/carers and the student's previous school. We also use information from outside agencies if and when they have been involved in supporting the student or their family. On entry all students are tested on their reading, spelling and maths to provide us with baseline data to inform intervention planning. Within The LINK we use a variety of test materials and complete further assessments when results identify a need for a more detailed investigation.

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and clearly identifies the next steps. Our staff are vigilant at supporting and raising any concerns.

We carry out and spelling and reading assessments for all our Year 8 and Year 9 students (in addition to Year 7) each September. This, combined with information about their current working at grades (WAGs) and Minimum Expected Grades (MEGs) is used by teachers to plan appropriately adapted lessons.

Information about students' individual needs and disabilities is made available to all of our teachers and support staff who use it for their planning, through our SEND register. This is updated regularly but officially reviewed half termly.

We also have an internal referral system that allows any member of staff to raise concerns to The LINK, (SEND team), about any student who is experiencing difficulties accessing learning. The needs of the student are investigated through one or more of the following routes: further testing, discussions with; the student, parents, subject teachers, support staff or advice taken from outside agencies to make arrangements for an appropriate form of intervention. Progress will be monitored and a review will take place after a predetermined period of time that is specific to the student and intervention.

Most importantly, you need to talk to us about how you feel – you know your child best. When parents raise concerns about their child's educational needs, the relevant member of staff will gather all the appropriate data and information from your child's teachers. If necessary, a meeting will be arranged, to discuss our findings before support strategies, referrals or interventions are put in place.

If you have concerns or feel that your child is not receiving suitable support we encourage you to contact The LINK at the earliest possible opportunity so we are able to discuss and investigate the matter.

Q3. How will Sackville support my child's learning?

Children's needs are best met through high quality teaching by subject specialist teachers, who take account of the needs of each child. Teachers are aware of a range of educational needs and different strategies to implement to support students' learning. Appropriate resources are also provided plus a range of teaching styles are used to meet the needs of individual learners.

Where necessary, an individual programme of support and intervention for your child will be drawn up by Sackville. For further information on how this is done please refer to the SEND policy. It is important that you and your child take part in this process, so that you can contribute your opinions and concerns. The plan may include school provision and may also include input from external agencies and services. Students who have an EHCP will have a 'Student Support Plan', this will ensure that the teacher, parent and the student know what targets are being aimed for and the best way of achieving these. The provision will be reviewed at the student's Annual Review as well as at other intervals throughout the year.

Q4. How will the curriculum be matched to my child's needs?

In Key Stage 3 students are set in mixed ability classes, in maths students are set based on their ability in that subject area.

Our curriculum allows for flexibility to move students between sets to allow for progress or additional support for those who may experience difficulties with their learning.

At Key Stage 4, students are advised to follow a pathway of choices that match their ability, allowing every student to have the best possible opportunity for examination success. When Year 9 students are going through the process of making their choices, you are invited to an Options Evening, which enables you and your child to speak to relevant staff about each of the courses on offer. Some students are selected to take Curriculum Support as an option at Key Stage 4 which augments the English language and Maths curriculum in lieu of an examined subject.

Q5. How will both you and I know how my child is doing?

You will receive a progress report which shows your child's progress in each subject area three times a year. There is also one Parents' Evening during the year for each year group, which offers an opportunity for you to discuss progress with the subject teachers.

Students with Special Educational Needs and/ or Disability are closely monitored. All students with EHCPs have a Student Support Plan which clearly outlines the support that is in place. Children with EHCPs will also have an Annual Review. There will be additional opportunities for parents/carers of

students with SEND to meet with the SENDCo or by appointment when the need arises.

Q6. What support will be at Sackville for my child's overall well-being?

Students are supported by a pastoral team consisting of a form tutor, head of community, deputy head of community and a pastoral support assistant (PSA) for the year group, with the form tutor being the first point of contact.

Emotional and social development support is also provided by the Learning Mentor, the LSA team, PSAs and the SENDCo. In addition we have an independent counsellor that students can be referred to by staff or as a self-referral by the student.

We are also able to refer students to the NHS school nurse if we feel their support will benefit the situation or difficulty.

Sackville's Education Welfare Officer (EWO) monitors all students for factors such as attendance and punctuality and provides support and liaises with The LINK to implement interventions to assist individual students.

Occasionally it might be necessary to organise meetings between families and external agencies to offer additional support for any student.

All students who have a medical condition which without support would prevent them from accessing a full curriculum have an Individual Health Plan (IHCP). There is a separate policy on the school website which you can refer to, ("Medical Conditions Policy"). We have a dedicated medical officer in school to assist with medication and there are always trained first aiders available in school and for educational visits.

Q7. What specialist services and expertise are available at, or accessed by, Sackville?

Annual meetings are held between the SENDCo, Speech & Language Therapist and Educational Psychologist and throughout the school year it is possible to make referrals for assessments. In addition we are able to make referrals to the NHS school nurse, the Social Communication Team and CAMHs plus a range of other agencies when the need arises.

Q8. What training do staff who support my child have?

The SENDCo has completed the National Award for Special Educational Needs Coordination.

Staff training has included the SEND Code of Practice, adaptive teaching, Ordinarily Available Inclusive Practice (OAIP) and whole school literacy development as well as specialised Autism training. Last year we continued to embed and develop the training and in addition completed training in Autism and Social Communication difficulties and best practice to support dyslexic students. The annual cycle of INSET ensures that staff are confident in supporting students with SEND. The Learning Support

Assistants and Learning Mentors have regular training as a whole group. Individual members of The LINK have had training in ways to support specific areas of need. There is a programme of training opportunities available to all LINK and other key staff to allow for individual interests and skills to develop.

Q9. How will my child be included in activities outside the classroom including school trips?

At Sackville we strive to ensure that all students, regardless of their individual needs, have access to the whole range of educational opportunities and activities. Support staff can be allocated, when required, to accompany students on school trips and full risk assessments will be made to ensure all aspects of health and safety have been considered before embarking on the trip. We comply with all legislation in respect of accessibility and make reasonable adjustments where necessary. In line with the Equalities Act 2010, we carry out equality impact assessments where necessary, to ensure that we can identify opportunities in our practice for promoting our vision and our duties on equality legislation. This is across all aspects of school life, including school trips and experiences where reasonable adjustment might need to be made. As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion.

Q10. How accessible is the school environment?

Much of the school was built over 3 floors during the 1960s with food technology and science rooms being inaccessible for wheelchair users. Some areas of the school are accessed by less than 6 steps for students with some mobility. The main reception area, the Sackville Centre, school hall and canteen, PE and drama areas, technology block and some art rooms are all fully accessible and there is provision for disabled parking. There are disabled toilet and shower facilities in the PE and drama block. The whole site is well sign posted.

Visually impaired students can benefit from the markings on steps and staircases. LSAs have undertaken training to support visually impaired students and are experienced in preparing and advising teachers on materials to use in lessons. The Sensory Support Team has worked closely with the school. In addition staff are experienced at using technology to enhance the learning experience of students with auditory impairments.

We deploy Learning Support Assistants to facilitate mobility and access across the site where needed. These are personalised to meet the needs of the individual student concerned. Evacuation plans are designed to meet the needs and ensure the safety of individuals who require an alternative plan.

Q11. How will Sackville support my child to join the school or transfer to the next stage of education and life?

For students' transition from year 6 into 7 we gather information about your child's needs from their primary school. All feeder schools are visited by a member of Sackville staff and someone from The LINK. These visits can be personalised for the student depending on need and can be made available from Year 5. Parents and their children are encouraged to visit The LINK during Sackville School's Open Evening to allow for initial contact between the child and the SENDCo. During the 3 day year 6 transition visit the students are supported by the LSA team that will be supporting them in September. A member of staff from the LINK will be involved in or attend the Annual Review meeting for children with EHC Plans from year 5 onwards if the child's parents have indicated that they would like their child to attend Sackville.

In preparation for the transition between Key Stage 3 & 4 students are helped with the selection of their option choices. Parents/carers are encouraged to talk to The LINK team to voice any concerns and we will provide the most suitable methods of support to meet the needs of the students as they embark on studying their chosen options.

In Years 10 and 11 there is the opportunity for students to join organised visits to local further education colleges in preparation for post 16 education. Students are given the opportunity to discuss their moving on choices with a careers adviser from Year 10 onwards. The local colleges liaise with Sackville to gather information to allow for continued support with the students' chosen courses. There is advice for students with SEND from the Futures Leader in school. The local authority careers adviser will work with and support students during the Year 11 transition.

Q12. How are Sackville's resources allocated and matched to my child's special educational needs? How will Sackville decide about what type and how much support my child will receive?

Decisions concerning support for individual students are made according to need. This includes both statutory and non-statutory provision. Resources are allocated as appropriate depending on the individual student's SEND and monitored via provision mapping. This is stored on the school's data and information system. The level and type of support is reviewed regularly and adjusted or altered to the student's need at the time of the review. At Sackville we seek to ensure a value for money service, so all our interventions are evaluated on a termly basis.

Further information about our graduated response to support can be found in the SEND Policy.

Q13. How are parents involved at Sackville?

Parents and carers are welcome to discuss their child's progress with the SENDCo or other key staff at any time during the school year. Subject teachers can be contacted preferably in the first instance by email. The school will routinely contact parents or carers to discuss interventions, progress and concerns. Parents or carers will be invited to school if assessments are requested and undertaken with external agencies.

There are also SEN specific opportunities during the year for parents to engage with school staff;

SEN Coffee Mornings - these take place half termly - one morning in school and an evening repeat

online. It is an opportunity for parents of students with SEN to connect, receive a presentation on a prearranged subject including talks by visiting professionals and ask advice and receive support.

Parents Evenings - The SENDCo is available for ad hoc discussions at all Parents Evenings with no appointment necessary and parents will be directed as needed to link up for support.

Q14. How are students involved at Sackville?

Students can attend Annual Review meetings and they contribute comments on their support in school. The LINK respects the views of the students and will actively seek their comments when planning and reviewing interventions.

Small groups and 1:1 interventions are planned for mutually agreeable times between the student and The LINK. We have student voice groups in which our students are able to raise concerns that they may have.

We have a cross-section of students involved in these including those with SEND and in receipt of the Pupil Premium (PP) grant. Students who are not in a Student voice group are encouraged to raise concerns or opinions on matters through the representatives in their form group. Students are also encouraged to speak to their form tutor or another member of staff they feel comfortable speaking to if they need to.

Q15. Who can I contact for further information?

If your child has a Special Educational Need and /or Disability and you wish to become more involved in his or her learning with us, do not hesitate to contact the SENDCo. Similarly, if you still have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, please contact the relevant Head of Community, Subject Teacher or SENDCo.

SENDCo	Stephanie Hunt	shunt@sackvilleschool.org.uk
The LINK Secretary	Lisa Green	lgreen@sackvilleschool.org.uk

Q16. Who do I contact should I wish to make a complaint?

Parents and carers of students with SEND should discuss their concerns with Stephanie Hunt, SENDCo in the first instance. The Headteacher, Ms Jo Meloni , can be contacted via her email to the Head's PA at secretary@sackvilleschool.org.uk or by phone 01342 410140.

The formal complaints policy can be found on the school website but it is hoped that difficulties can be resolved before this stage.

Q17. Where is information on the Local Offer published?

The West Sussex Local Offer can be found using the link:
https://westsussex.local-offer/