



## **William Penn**

### **SEND Annual Information Report 2025-2026**

#### **Introduction**

At William Penn, every member of the school community is a 'teacher' and a 'learner'. Everyone respects each other and values the rights and responsibilities of each individual. William Penn School is a mainstream school with a Quaker foundation, characterised by a caring ethos which places importance on honesty, integrity, reflection, equality, peace, friendship and simplicity. We strive for high standards and challenge ourselves to further our own learning and understanding throughout the journey of life. The Special Educational Needs (SEN) provision at the school allows children with Special Educational Needs and/or Disability (SEND), to access a broad and balanced curriculum, specifically differentiated and tailored to develop life skills and a healthy self-esteem and confidence. Through their learning they will build independence and achieve their full potential in a caring, supportive and inclusive environment.

Our school's SEND policy document is available on our website, detailing our provision in relation to SEND.

[http://www.williampenn.co.uk/web/special\\_educational\\_needs\\_and\\_disability/70872](http://www.williampenn.co.uk/web/special_educational_needs_and_disability/70872)

#### **1. Kinds of SEN provision made at William Penn School**

At William Penn School, there is a range of SEND, including children with a diagnosis, as well as those with learning profiles consistent with a diagnosis of a condition. Where possible and resources allow, additional and/or different provision is made for SEN children with a range of needs including:

a. Communication and Interaction

- speech and language difficulties; autism, Asperger's syndrome

b. Cognition and Learning:

- dyslexia; dyspraxia; dyscalculia; moderate learning difficulties; global developmental delay

c. Social, Mental and Emotional Health

- anxiety, attachment

d. Sensory and/or Physical Needs

- hearing impairment; asthma; Down's Syndrome, social communication, attachment

#### **2. Policies for the identification and assessment of pupils with SEN**

Our school's Assessment Policy outlines the range of assessments regularly used for all children throughout the school.

<http://www.williampenn.co.uk/website/assessment/7468>

From assessments, observations, teacher and parental concerns a child may be highlighted as requiring extra support. Quality First Teaching will be checked and adjusted in the first instance to support the child. It may be recommended that eyesight and hearing are checked to discount these aspects, as possible underlying causes of learning issues.

If the child continues not to make progress, a meeting between the class teacher, parent and SENDCo will take place to discuss the child's progress, and further assessments that can be done to identify the difficulty. Further assessments may include one or more of the tests listed below:

- Renfrew Word Finding Test - Expressive speech and language
- British Picture Vocabulary Scale II - Receptive speech and language (BPVS II)
- York Assessment of Reading and Comprehension (YARC) •
- Sandwell Numeracy Test - Assessment of numeracy skills
- Dyslexia Screening Test -Junior - Harcourt dyslexia screen (DST-J) •
- Wesford 1 and 2 - Phonological awareness assessment •
- Working Memory Rating Scale - Identification of working memory deficit •
- Boxall Profile - Developmental behaviour

An outside agency may be contacted to complete an assessment, e.g. Speech and Language Therapist. The child's name will be placed on the SEND Register, at SEN Support, and the process of assess-plan-do-review is set up to provide for the child. An Individual Learning Plan is co-produced by the class teacher, SENDCo and parent. Where possible, the child is involved in the process. A graduated approach enables the child and staff to provide for the child's needs by increasing or decreasing the support as necessary over time, according to the child's progress. Interventions are matched to a child's needs. A baseline and review assessment is carried out by the lead person at the start and end of the intervention. Progress is discussed between the lead person and the SENDCo at the end of each term. This information is fed into the meeting with class teachers when planning provision for the next term.

Staff play a vital role in raising concerns about other barriers to learning, e.g. social, emotional and mental health. Parents are informed of any involvement of outside agencies and additional assessments, and the results shared and explained.

The types of assessment are listed in our SEND Policy on our website.

### **3. Provision for pupils with SEND**

#### **a. School evaluation of the effectiveness of its provision for pupils with SEN**

- Review of Individual Learning Plans at the end of each term with parents, class teachers, teaching assistants, the SENDCo and children.
- Use of baseline and review assessments for each intervention.
- Use of attainment and progress data for children with SEND across the school, part of the whole school tracking of children's progress in terms of National Curriculum attainment, at mid and the end of each term.
- SENDCo checks effectiveness of SEN provision in interventions and classrooms.
- SENDCo meets with the SEN Governor, once per term to discuss the provision and effectiveness of SEN throughout the school and to discuss national updates.

## **b. Arrangements for assessing and reviewing the progress of pupils with SEN**

- Our school Assessment Policy outlines the range of assessments regularly used throughout the school.
- Tracking of pupil progress in terms of National Curriculum attainment.
- Initial concerns about a child's progress are discussed by the class teacher with the SENDCo and parents, and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.
- When assessing children with SEND, consideration is given to recording needs to inform formal test arrangements e.g. a reader, scribe, additional time or rest breaks.
- When children are assessed by the SENDCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets.
- Progress of children with speech and language needs is assessed and reviewed by the NHS speech therapist, at least annually.
- Progress of children assessed by the Educational Psychologist are reviewed annually.
- An Annual Review is held for children holding an EHCP (Education Health and Care Plan).
- Individual Learning Plans are reviewed by the class teacher each term and shared with parents.

## **c. William Penn School approach to teaching Pupils with SEN**

- William Penn is an inclusive school that provides a broad and balanced curriculum for all children, where all teachers set appropriate learning challenges and respond to the children's diverse learning needs.
- Teachers promote high standards to ensure all children achieve their best and become confident individuals living fulfilling lives.
- Quality First Teaching is a priority, setting high standards and provision, with every teacher, a teacher of children with SEND.
- To identify children with SEN as soon as possible, as early intervention is most effective.
- To work in partnership with parents to plan and review progress for a child with SEN.
- To embed the cycle of assess-plan-do-review to enable children to succeed in the classroom and in intervention groups.
- Intervention groups provide support that is additional to and different from that for other pupils in the classroom, sessions are highly stimulating and motivating.
- To motivate children to learn and achieve, expectations are high.
- The SENDCo leads and manages the provision for children with SEND, which is overseen by the Headteacher and SEND Governor.
- It is acknowledged that not all children with a disability have SEN.
- It is recognised that some children need special access arrangements for assessments, which is investigated by the class teacher and SENDCo.
- Transition into, within and out of the school can be a concern for some pupils and so carefully planned provision is made for this group of pupils.

## **d. Adapting the curriculum and learning environment**

- The curriculum is differentiated appropriately to meet the needs of all our children. Differentiation may occur by grouping (small group, 1:1, ability or peer partners); content of the lesson; teaching style (visual, auditory or kinaesthetic learners); lesson Junior Academy format (e.g. thematic games, simulations, role-play, discovery

learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of IT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; and the provision of an alternative location for completion of work.

- The school endeavours to act upon advice received from external agencies.
- Classrooms are 'friendly' in terms of speech and language and dyslexia, including the use of pictorially labelled resources, word displays and interactive whiteboards, as required.
- A group room provides space for 1:1 or small group sessions.

#### **e. Additional support for learning available to pupils with SEN**

- The school follows the guidance in the Code of Practice 2014, to ensure all areas of SEND are provided for appropriately with clear processes and systems.
- Class teachers have a Teaching Assistant (TA) to support them in the classroom at timetabled slots. The class teacher and TA will support different groups of children within the class, to provide help and encourage independence.
- TAs are trained to deliver intervention programmes on a 1:1 or small group basis.
- Children on the SEND Register have an Individual Learning Plan, which is accessible in the classroom, enabling the class teacher and TA, and any other teacher, to work towards the targets.
- Children may also have a risk assessment as appropriate.
- Interventions available to children include: Speech and Language; Word Mastery Folders for learning the top 300 High Frequency Words; RAPID Read; Handwriting; Numicon; Key Adult
- Resources available and used as appropriate include: Numicon; Talking Tins; Talking Postcards; voice recorder; coloured mini-boards; coloured overlays; coloured exercise books; pencil grips; sequence cards; phonic cards and games.

#### **f. Activities available for children with SEN in addition to those available in accordance with the national curriculum**

- All extra-curricular activities are available to all our children but some adjustments may need to be made.
- All educational visits are appropriate for all children but some adjustments may need to be made. Parents are involved in the planning for trips, as necessary.
- Residentials are inclusive but some adjustments may need to be made.
- Parents are involved in the planning of trips and activities, as necessary.

#### **g. Support available for improving the emotional and social development of pupils with SEN**

- All children are encouraged to participate fully in school life. For example, they may be on the School Council, a monitor in the classroom or a member of a school club.
- The ethos and values of a Quaker Foundation school, supports the nurture of children by all members of staff.
- The school has adopted a Restorative Practice approach to behaviour management, with clear rewards and consequences.
- Use of the Boxall Profile assessment to set targets to support behaviour development. Junior Academy • Children are encouraged to talk about their worries to a member of staff that they trust and use a key adult as appropriate.
- The SENDCo has time to meet and check-in with children as appropriate.

- A Key Adult is arranged for some pupils, to check in with the child two or three times per day.
- A target may be set on a child's Individual Learning Plan, to support self-esteem and well-being, e.g. To tell an adult one thing you have done each day that you are proud of.
- Advice is requested from the School Nursing Service, the Social Communication Team and the Educational Psychologist.

#### **4. The SEN Co-ordinator**

The coordinator of SEND is Katie Passmore.

Contact details: Tel: 01403 741274

Email: SENDCo@williampenn.co.uk

#### **5. The level of expertise and training of staff in relation to children with SEN and how specialist expertise will be secured**

- The SENDCo was appointed in September 2024. They are currently undertaking their National Professional Qualification (NPQ) for SENCos.
- The Head Teacher is an experienced SENCo and holds the NASENCO qualification.
- All teachers and TAs receive regular CPD and INSET day training to ensure they are confident SEN teachers.
- Staff are trained annually in the use of Epipens and asthma support.
- A number of staff in both KS1 and KS2 have received Team Teach training and this is renewed when appropriate.

#### **6. How equipment and facilities to support children with SEN will be secured**

- Equipment and facilities will be secured through discussion with a specialist agency, the Headteacher and parents.
- The school will 'use their best endeavours to make sure that a child with SEN gets the support they need' – this means doing everything they can to meet children's SEN. (Code of Practice 6.2)
- The SENDCo is responsible for ensuring that teachers and TAs have the resources they need to support children with SEN.
- The school Accessibility Plan outlines the adaptations made to the building to meet particular needs and enhance learning.

#### **7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

The partnership between parents and the school play a key role in promoting a culture of positive expectation for SEND pupils.

- The progress of children with an EHCP, is discussed in detail with parents, teachers and professionals at the Annual Review. All relevant professionals are invited to the Annual Review.
- The SENDCo is contactable via the School Office, phone or email. Meetings can be arranged in advance to discuss a child's progress.
- Parental permission is always requested before an outside agency is consulted about a child. The discussion between the parent and the SENDCo is often invaluable as it can sometimes shed some light on the difficulties facing the child. The parent is kept informed of developments and any reports shared.

- Parents are encouraged to attend the main Parents Evenings held in October and March.

### **8. Arrangements for consulting children with SEN about, and involving them in, their education**

- Engaging pupils in their learning is essential for them have high expectations, achieve targets and succeed. Through appropriate marking and response, verbal and/or written feedback, the children know what they need to do to improve.
- Children have the opportunity to review their ILP and targets with the SENDCo. Children are encouraged to have an input into choice of targets.
- Children also meet with the SENDCo during the school year to discuss interventions and provide their viewpoints.

### **9. Arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school**

We believe that it is always possible and preferable to discuss matters of difference and realise a mutually acceptable outcome. Complaints concerning SEN provision are taken seriously and fully investigated. A concern should be addressed to the class teacher in the first instance. Following this a parent may like to speak to the SENDCo about the issue. If the problem is not resolved the Headteacher should be informed. Every effort will be made to resolve any problems amicably, but if the parent is not satisfied as a result of this process he or she may then register a formal complaint which will be dealt with in accordance with the school's Complaints Policy. The school Complaints Procedure is on the school website.

### **10. How the Governing Body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils**

The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for children with SEND.

- a. Health
  - NHS Occupational Therapist: advice and recommendations.
  - NHS School Nursing Service: visits and recommendations for children in school and at home.
- b. Social Care
  - Social Workers: visits to meet children in school, home visits, meetings at school with parents, social worker and SENDCo.
  - Looked After Children: meetings with child and family support professionals.
  - Child and Family Centres: support families with advice.
  - Early Help: meeting with the Family Support Network to identify appropriate support.
- c. Education
  - Speech and Language Therapist: screening and recommendations, block of support as necessary.
  - Learning and Behaviour Team/Autism and Social Communication Team

## **11. Contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32 of the Children and Families Act 2014**

Parents of children with SEND are provided with advice and information about matters relating to the special educational need and/or disability of the child concerned. Further support may be appropriate from the services below.

### **Billingshurst Children and Family Centre**

Station Road

Billingshurst

West Sussex

RH14 9RY

Tel. 01403 213 594    Email: [office.billingshurst@westsussex.gov.uk](mailto:office.billingshurst@westsussex.gov.uk)

### **West Sussex County Council**

[http://www.westsussex.gov.uk/learning/special\\_educational\\_needs\\_sen.aspx](http://www.westsussex.gov.uk/learning/special_educational_needs_sen.aspx)

### **Information Advice and Support Service (SEND IAS)**

Tel. 03302 22855    Email [cyp.sendias@westsussex.gov.uk](mailto:cyp.sendias@westsussex.gov.uk)

<https://westsussex.local-offer.org/services/7>

### **Special Educational Needs Team (Statutory Assessment)**

Chichester Tel. 033 022 25151

[https://www.westsussex.gov.uk/learning/west\\_sussex\\_grid\\_for\\_learning/management\\_info\\_services/inclusion\\_and\\_sen/support\\_teams\\_and\\_services/special\\_educational\\_needs\\_te-1.aspx](https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_and_sen/support_teams_and_services/special_educational_needs_te-1.aspx)

## **12. The school's arrangements for supporting children with SEN in transferring between phases of education**

Arrangements to support children with SEN are set out below:

- Transition to Reception (Key Stage 1)
  - a. Prior to entry to school, a meeting is held for new parents attended by the Headteacher and class teachers.
  - b. A meeting between the SENDCo and a key worker of the previous setting will meet to discuss any pupils transferring in September with known SEND.
  - c. The Reception class teacher visits children in their nursery setting.
  - d. Visits are planned for children to attend the school for a few hours, in the Summer Term before transfer.
- Transition within school:

a. Additional visits to new classroom and teacher

- Transition to another Primary School

- a. Communicate with the SENDCo of the new setting to share information about SEN needs.
- b. SEND file sent to new setting.

Transition within Secondary Phase:

- a. Annual Review Meetings (EHCP) for Year 5/6 pupils are held in the Autumn term. Secondary school staff are invited to attend to begin transition.
- b. Enhanced transition arrangements are tailored to meet individual needs. At least one additional visit is made to the new school, before the main transition day in the Summer Term for all pupils.
- c. The high school SENDCo meets with the SENDCo of William Penn, to discuss needs of Year 6 pupils transferring in September. SEND files are sent to the new setting.
- d. The child's class teacher meets with a member of the secondary school staff, to discuss needs.

### **13. The Local Authority's Local Offer**

The Local Offer for West Sussex can be found by following the link below:

<https://westsussex.local-offer.org/>

Date reviewed: September 2025

Completed by: Katie Passfield (Coordinator of SEND)

Review date: September 2026