



'Living, Laughing and Learning Together'

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SENDCo:

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By whom: Head Teacher, SENDCo, SEND Governor, Parents

Reviewed: SENDCo – October 2026

Question	Response	Examples of good practice in our setting	
1	<p>How does the setting / school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and identifies clearly the next steps. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment/observation to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have. We have in-house specialist expertise in a number of areas of special educational needs.</p>	<ul style="list-style-type: none"> ▪ Target Tracker system ▪ Regular pupil progress meetings between class teachers and the head teacher ▪ Baseline and review assessments for interventions ▪ Opportunities to meet with the class teacher and/or SENCo.
2	<p>How will setting / school support my child/young person?</p>	<p>Our governors play an active role in monitoring the quality of our special educational needs provision. This is done in partnership with the Headteacher and SENDCo. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are research-informed and evidence based and are measured to monitor impact against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the SENDCo and all our teachers are teachers of inclusion and special educational needs.</p>	<ul style="list-style-type: none"> ▪ Termly reports on special educational needs submitted to the governing body ▪ Range of interventions provided ▪ Baseline and review assessments for interventions to show progress or a need to change provision and support ▪ All teachers are teachers of children with special needs and are given appropriate training (in accordance with the Code of Practice 2014)
3	<p>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored, personalised curriculum. There are regular SEN Support/EHCP Individual Learning Plan (ILP) meetings with children and their families to help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership</p>	<ul style="list-style-type: none"> ▪ Differentiation is detailed in planning by all teachers ▪ SEN Support/EHCP Individual Learning Plan (ILP) meetings are used to monitor progress and next steps ▪ All teachers use wave 1 interventions as necessary in the classroom

		team.	
4	How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We encourage parents to invest time in developing their parenting skills.	<ul style="list-style-type: none"> ▪ Termly Parent-Teacher consultations ▪ Parents can make an appointment to talk to the SENDCo about their child's learning and progress ▪ Parents can make an appointment to speak to their child's class teacher, at a convenient time
5	What support will there be for my child's/young person's overall well-being and to help them develop their independence?	Staff are regularly reminded of our policies and these are updated by the governors. We have a school council to elicit the views of the learners. We promote the development of independence across the school/setting.	<ul style="list-style-type: none"> ▪ Each child has a class teacher they can speak to and/or any person in the school community, e.g. SENDCo ▪ Policies regularly updated ▪ All children are encouraged to become independent ▪ Development of the new Relationships Education curriculum ▪ Development of mental health provision in school through training opportunities
6	What specialist services and expertise are available at or can be accessed by the setting/school?	Some of our staff are trained in specialist areas to support special educational needs and we work collaboratively with external partners.	<ul style="list-style-type: none"> ▪ School staff attend appropriate training ▪ The school works collaboratively with other schools in the Weald Locality and external providers ▪ External advisors are regularly contacted to provide advice for learners ▪ Specialist services are contacted dependent on the needs of pupils, for example CAMHS and the Community Mental Health Liaison Service ▪ Alternative Provision opportunities are explored dependent on need
7	What training are the staff supporting children and young people with SEND, had or are having?	We build special educational needs into our strategic training programme.	<ul style="list-style-type: none"> ▪ The SENDCo updates staff on Special Educational Needs and Disability (SEND) policy and practice ▪ The SENDCo receives training externally, for example from County provided courses and from external visitors who share their knowledge and expertise in school
8	How will my child/young person be included in	Our SEND Policy promotes involvement of all our learners in	<ul style="list-style-type: none"> ▪ Detailed planning to consider safety and access for all

	activities outside the classroom including school trips?	all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	<p>learners</p> <ul style="list-style-type: none"> ▪ Parents consulted according to need, to ensure parents and teachers work together to ensure the safety of the child ▪ Inclusion is reviewed regularly
9	How accessible is the setting/school environment?	Our Accessibility Plan is robust and we remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	<ul style="list-style-type: none"> ▪ The school is at ground floor level only
10	How will the setting /school prepare and support my child/young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?	Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We work well with our partner schools.	<ul style="list-style-type: none"> ▪ Our Reception teacher visits feeder nursery schools ▪ Teachers, Teaching Assistants and the SENDCo meet to discuss children with SEND to ensure a smooth transition from one class to another within the school ▪ Our Year 6 teacher and SENDCo liaise with secondary schools to ensure a smooth transition for each pupil ▪ Additional and personalised transition opportunities are organised to support vulnerable pupils
11	How are the setting's / school's resources allocated and matched to children's/young people's special educational needs?	Budgets are closely monitored and aligned to the school improvement plan.	<ul style="list-style-type: none"> ▪ Budgets are carefully managed by the Headteacher, in alignment with the School Improvement Plan
12	How is the decision made about what type and how much support my child/young person will receive?	Quality First Inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. 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 SENDCo oversees all additional support and regularly shares updates with the SEN Governor.	<ul style="list-style-type: none"> ▪ All teachers deliver Quality First Inclusive Practice, in the classroom ▪ Parents are consulted about additional provision ▪ All interventions are led by trained Teaching Assistants or teachers ▪ A baseline and review assessment monitors progress for each intervention
13	How are parents involved	We regularly involve parents	<ul style="list-style-type: none"> ▪ Termly Parent-Teacher

	in the setting /school? How can I be involved?	and families in discussions about their child/young person's learning. We welcome feedback.	<p>Consultations</p> <ul style="list-style-type: none"> ▪ Parent questionnaire ▪ Informal discussion between the Headteacher, SENDCo, teachers, teaching assistants and parents ▪ Appointments can be made with the SENCo
14	What arrangements does the setting/school have in place for signposting me to external agencies such as voluntary organisations?	In addition to our notice board and updating our staff regularly, the SENDCo and/or Headteacher will support families to access services through the Local Offer. An appointment can be obtained by contacting your child's class teacher in the first instance.	<ul style="list-style-type: none"> ▪ The SENDCo and Headteacher know the services available for families, and how to access them ▪ Regular Early Help support is provided by the Horsham Hub

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo.
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Our external partners are
Educational Psychologist
Family Support Network
Learning Inclusion Advisory Team
Social Communication Team
Learning and Behaviour Team
School Nursing Team
Speech and Language Therapist
Occupational Therapist
Physiotherapist
Virtual School
Early Help
Others according to need

This document was a true reflection of provision at the time of writing but is subject to change according to further SEND initiatives.