



SEN INFORMATION REPORT MIDHURST PRIMARY SCHOOL

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What kinds of SEND do Midhurst Primary School provide for?

At Midhurst Primary School, our aim is to integrate all pupils with SEND into the academic and social life of the school. We aim to encourage all children to reach their full potential and prepare them for opportunities and experiences for later in life. The school encourages its members to share a common sense of belonging, which overcomes differences and celebrates ambitions, beliefs and life experiences. We welcome all children with SEND including:

- Communication and interaction needs (for example, autistic spectrum condition, speech and language difficulties)
- Cognition and learning needs (for example, dyslexia, dyspraxia, dyscalculia)
- Social, emotional and mental health difficulties (for example, attention deficit hyperactivity disorder (ADHD))
- Sensory and/or physical needs (for example, visual impairments, hearing impairments, processing difficulties, epilepsy)

How do we identify children and young people with SEN?

We acknowledge the importance of the early identification of pupils with Special Educational Needs or Disability (SEND). Identifying need at the earliest point and making effective provision improves long-term outcomes for the child or young person. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.

Most children and young people with special educational needs and disability (SEND) have needs that can be met by through quality first teaching and reasonable adjustments using the resources that are already or 'ordinarily' available in their mainstream school. In the SEND



Code of Practice this is referred to as 'Ordinarily Available Provision'. For higher levels of need, we can draw on more specialised assessments from external agencies and professionals.

When deciding whether special educational provision is required, we will also consider the views and the wishes of the pupil and their parents.

How do we consult with parents of SEND pupils and involve them in their child's education?

Parents/carers play a vital and important role in the SEND process. Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and the child will be added to the SEND register under the category of SEN support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place to remove barriers to learning. The type of support a pupil requires, will depend on their individual circumstance.

If you have any concerns regarding your child's needs, first speak to your class teacher. Teachers at MPS are keen to work collaboratively with all parents to ensure that every child in their class enjoys and reaches their full all-round potential as an individual. Parents' evenings are scheduled for the Autumn and Spring term. All parents can request a meeting with the SENDCo (Louise Chance) or Headteacher (Mark Jefferson) even if their child is not yet on the SEND register.

How do we consult with young people with special education needs and involve them in their education?

All children complete a 'One Page Profile' termly with their class teacher. This document outlines what adaptations are required for the child to be successful. These documents are revised with the child every term and shared with parents. Part of our mission is to ensure that every child should be appropriately challenged and developed by promoting independence in their learning. At all points, children are responsible for their learning and are supported to ensure that the right steps of progress are suited to their own needs.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

Academic levels are reported regularly to both children and parents to ensure that they have a clear responsibility of their own progress in learning. If a teacher is concerned regarding a child's progress, they will initially set up additional enhanced provision in class to support the child. Should the learning progress continue to be halted, additional resources can be allocated in small group or individual planned interventions. Should concerns continue to grow regarding the progress of a child, the class teacher will then work with the Special Educational Needs Co-ordinator (SENCO) to ensure that the additional resources are accessed and targeted to meet the needs of individual specific children.

This specific support will be reviewed regularly by the class teacher and adapted to ensure the child makes good appropriate progress through achievable targets. With parental



consent, further support may be requested from external agencies to provide additional guidance in supporting a child's specific needs.

What are the arrangements for supporting children and young people with SEN in transferring between phases of education?

We have an excellent relationship with Midhurst Rother College and ensure that transition from Year 6 to Midhurst Rother College is as smooth as possible. Transition can begin as early as Year 5 and the SENCO at Midhurst Rother College often meets parents of pupils in Year 5 and 6 to discuss transition if additional support is required. We arrange many joint activities so that children are familiar with the school and their start in Year 7 is as smooth as possible.

What is our approach to teaching children and young people with SEN?

Our aim as a school is to ensure that all children have access to a wide and appropriate curriculum that is challenging and inspiring. In the child's classroom environment, a broad and balanced curriculum is delivered with an emphasis on high quality first teaching. As a school we aim to provide rich and varied learning experiences through delivery of a creative curriculum.

Teachers are skilled at adapting their teaching to meet the diverse needs of children in their class. Planning considers individual needs so that all children can succeed and grow in confidence. Additional support in and outside the classroom is very much planned and delivered depending on a child's individual needs.

How are adaptations made to the curriculum and the learning environment?

Improvements have been made to the physical access to the building through the installation of a slope that now gives wheelchair access to the top classrooms from the front of the school. There is also wheelchair access to the top parts of the school via a slope that runs from the car park.

In September 2025, we proudly opened The Treehouse, our dedicated Key Stage 1 provision designed for some of our youngest learners with additional needs. Nestled beside the Sensory Garden, this calm and welcoming space is led by our experienced SEN teacher, Mrs. Cook. Here, small groups of children receive tailored support to help them build confidence, develop essential skills, and access the curriculum in ways that work best for them.

The Treehouse is more than a classroom—it's a nurturing environment where every child feels safe, valued, and empowered. Mrs. Cook works closely with class teachers to ensure that learning in The Treehouse complements classroom experiences, helping children thrive both academically and socially. Our goal is simple: to make every child feel included and supported so they can reach their full potential.

How does Midhurst Primary School evaluate the effectiveness of the provision made for children and young people with SEN?



We have a variety of different approaches to evaluate the impact of provision for our SEND pupils. We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term using the school's assessment framework.
- Assessing interventions both pre and post intervention to ensure the effectiveness of the provision is matched closely to pupil needs. This allows us to identify the outcomes of pupils and to respond appropriately to further recommendations and strategies.
- Using pupil questionnaires
- Half termly monitoring of progress and attainment by the Senior Leadership team.
- Termly meetings with teachers and parents of children with SEND to evaluate provision and assess next steps.
- Holding Annual Reviews for pupils with an Education Health Care plans.
- Consulting with the Local Governing Committee to involve them in the evaluation process.

How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

Midhurst Primary School works hard to ensure that pupils with disabilities participate fully in all aspects of school life. As a school we try our utmost to meet the needs of all disabled pupils and work closely with the parents or carers to ensure preferences are met. We aim to ensure that resources are allocated suitably to support pupils with specific SEND and that the resources allocated maximise their integration and access activities outside the classroom such as Forest Schools, whole school learning events and school trips.

How do we provide support for improving emotional and social development?

We believe that the measure of a school should be in the all-round development of every child. We value the contribution of different individuals and support children in feeling part of our whole school family ethos. We are a small rural school who has a society which is built on strong positive relationships. These positive relationships are promoted therapeutically by all staff in the classroom and on the playground.

All children have the opportunity every year to take part in our Forest School learning. This provides all learners with the opportunity to develop their confidence and self-esteem through hands-on experiences either on school premises (Little Woods – Rec to Y2), or in a local National Trust woodland environment located close to the school (Years 3-6).

We are extremely lucky to have a wealth of support for emotional wellbeing including a play therapist, a mental health practitioner, a trained Emotional Literacy Support Assistant (ELSA) and 3 Learning Mentors.

Should a child experience adversity or have a barrier to learning which hinders their progress, they can be referred to any of the above services.



What specialist services and expertise are available to the school?

Midhurst Primary School benefits from a range of specialist services including:

- **Play Therapist** Specialising in child mental health and wellbeing, our play therapist works 1:1 weekly with children who are referred, to explore and talk about their feelings through creative arts such as sand trays, clay, paints and puppets.
- **Mental Health Practitioner** Works with children who are referred for a period of up to 10 weeks providing support for mild to moderate mental health issues using goal-based interventions.
- **Emotional Literacy Support Assistant (ELSA)** Our ELSA works with children 1:1 to promote emotional and social skills.
- **Learning Mentors** Works with children to identify and overcome barriers to learning.
- **Speech and Language Therapist** Supporting children with identified speech or language needs.
- **Sensory Support Team** Supporting children with visual and hearing impairments.
- **Learning Behaviour Team** Supporting children who are displaying anti-social behaviour or whose learning is not progressing in line with their peers.
- **Autism and Social Communication Team** Supporting the educational, social and emotional development of children with social communication needs including autism.
- **Early Help Family Support** Supporting the whole family to ensure that children's needs and welfare are met and maintained.
- **Family Support Worker** Funded by the Diocese, our Family Support Worker supports families at home and children in school who are experiencing periods of adversity such as bereavement, divorce, housing issues. She also advises on parenting.
- **Educational Psychologist** Advises on promoting the educational, social and emotional development.
- **School Nursing Team** Provide a variety of services including developmental checks for reception children and hearing tests when requested. They can also advise on other areas of health such as diet, sleep, toileting and low-level anxiety.
- **Single Point of Access (SPOA)** If your child is experiencing mental health concerns, we can refer to SPOA to gain specialist support.
- **Rother Valley SENCO hub** The Rother Valley have a SEN Hub to support schools in the local area. Rother Valley has a wealth of experienced SENCOs with knowledge of Dyslexia, Dyspraxia, ADHD, which the school can draw from to support teachers and children in class.

How do we work with external agencies?

In some cases, the complexity of need or a lack of clarity around the needs of the child means the school may need to access some external agencies which may provide advice or support to the child and school.



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Louise Chance, SENCo, and Mark Jefferson, Headteacher, coordinate referrals to external agencies for the specialist support described above.

What should I do if I have a complaint?

If you have any concern about your child in school, we would like to think that you would feel happy to come and speak to your child's teacher about it as soon as possible. The staff work hard to ensure that there is an open-door policy with parents so that concerns are discussed early and resolutions sought as soon as possible.

If, however, there is ever a time when this does not resolve a situation, please come and see the Headteacher as soon as you can. There is a complaints procedure for the school and Mr Jefferson, the Headteacher, is always happy to help.

Contact details of support services for the parents of pupils with special educational needs

If you would like to visit the school, please contact:

Midhurst Primary School office@midhurstprimary.co.uk Tel: 01730 813526

SEND Co-ordinator Louise Chance lchance@midhurstprimary.co.uk Tel: 01730 813526

The West Sussex Parent Partnership Service Email: parent.partnership@westsussex.gov.uk

Tel: 0845 075 1008 Address: Oriel Lodge, West Street, Chichester, West Sussex PO19 1RZ

The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND) in your area. <https://westsussex.local-offer.org/>