

# Seabridge Primary

## Special Educational Needs and Disability Information Report

**Updated July 2023**

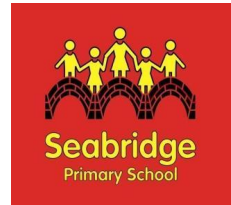
**Review Date July 2024**

**SENCO - Kirsty Edwards**



## **Contents**

Key SEND contacts	Page 3
Aims of the SEND Information Report	Page 4
What are Special Educational Needs?	Page 5
How does the school know if children need extra help	Page 6
Identification of need	Page 7
SEN Support in School	Page 8
How will I know how the school supports my child?	Page 9/10
How will you help me to support my child's learning?/Medical needs	Page 11
What training do the staff supporting children and young people with SEND undertake?	Page 12
Accessibility information	Page 12
How will the school prepare and support my child when joining or transferring to a new school?	Page 13
How is the decision made about how much support my child will receive?	Page 14



This guidance complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

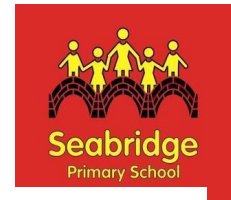
- SEND Code of Practice 0-25 years (2014)
- Special Education Needs and Disability Regulations 2014
- Section 69 of the Children and Families Act 2014 (related to admission arrangements for students with disabilities).
- Equality Act 2010: advice for schools DFE Feb 2013
- Keeping Children Safe In Education 2021

The policy was created by the school Special Educational Needs Coordinator (SENCo) and in consultation with Governors, parents and carers.

The Special Educational Needs Coordinator is Miss Kirsty Edwards - [office@seabridge.set.org](mailto:office@seabridge.set.org)

The Head Teacher is Ms Sally Sanders- [sally.sanders@seabridge.set.org](mailto:sally.sanders@seabridge.set.org)

The Special Educational Needs link Academy Councillor is [Mr Rich Leech](#)



## Aims of this SEND Information Report

The aims of our special educational needs and disability policy and practice in this school are:

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEN.

- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership

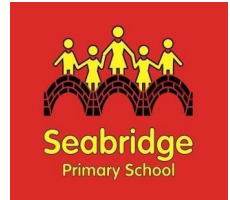
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- Further information relating to the County policy can be found at:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx#:~:text=Staffordshire%20Local%20Offer%20provides%20information,their%20parents%2Fcarers%20and%20professionals.>

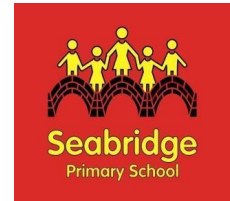


## What are special educational needs?

Taken from the SEND Code of Practice 0-25 years: "A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." "A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

For children age two or more, special educational provision is educational or training provision that is **additional to or different from that made generally for other children or young people of the same age** in mainstream schools, maintained nursery schools and mainstream post-16 institutions or by relevant early years providers."



## How does our school know if children need extra help?

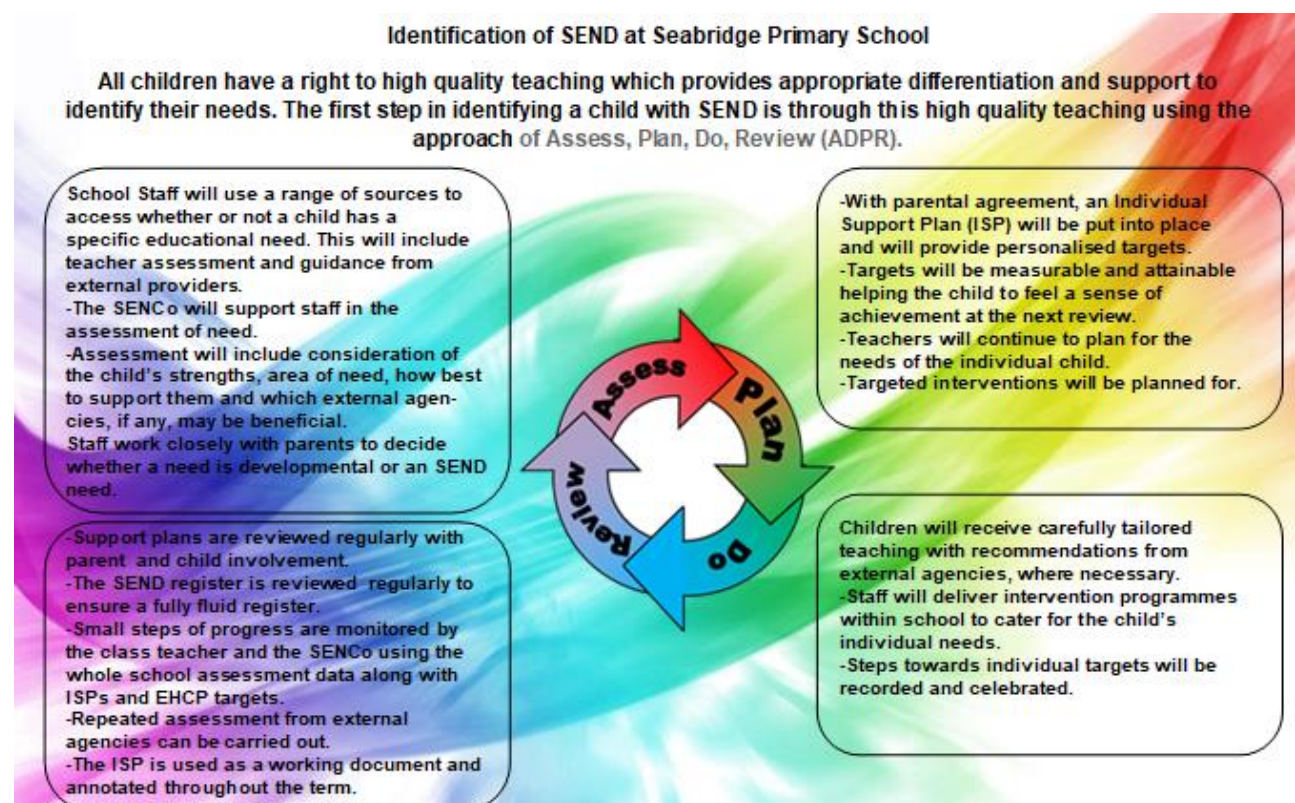
We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation and intervention over time, with little progress, indicates that they have additional needs in one of the four areas

1. **Communication and interaction** - students with speech, language and communication needs, have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism or Asperger's are likely to have particular difficulties with social interaction.
  2. **Cognition and learning** - children and young people will learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning difficulties such as dyslexia, dyscalculia and dyspraxia come within this area of need.
  3. **Social, mental and emotional health** children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include become withdrawn or isolated, as well as displaying challenging, disruptive behaviour. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), deficit of attention, motor skills and perception (DAMP) or attachment disorder.
  4. **Sensory/physical** - this can include visual impairment, hearing impairment and physical disability.
- A pupil asks for help

## Identification of need

All children have a right to high quality teaching which provides appropriate differentiation and support to identify their needs. The first step in identifying a child with SEND is through this high-quality teaching using the approach of **Assess, Plan, Do, Review** (ADPR).

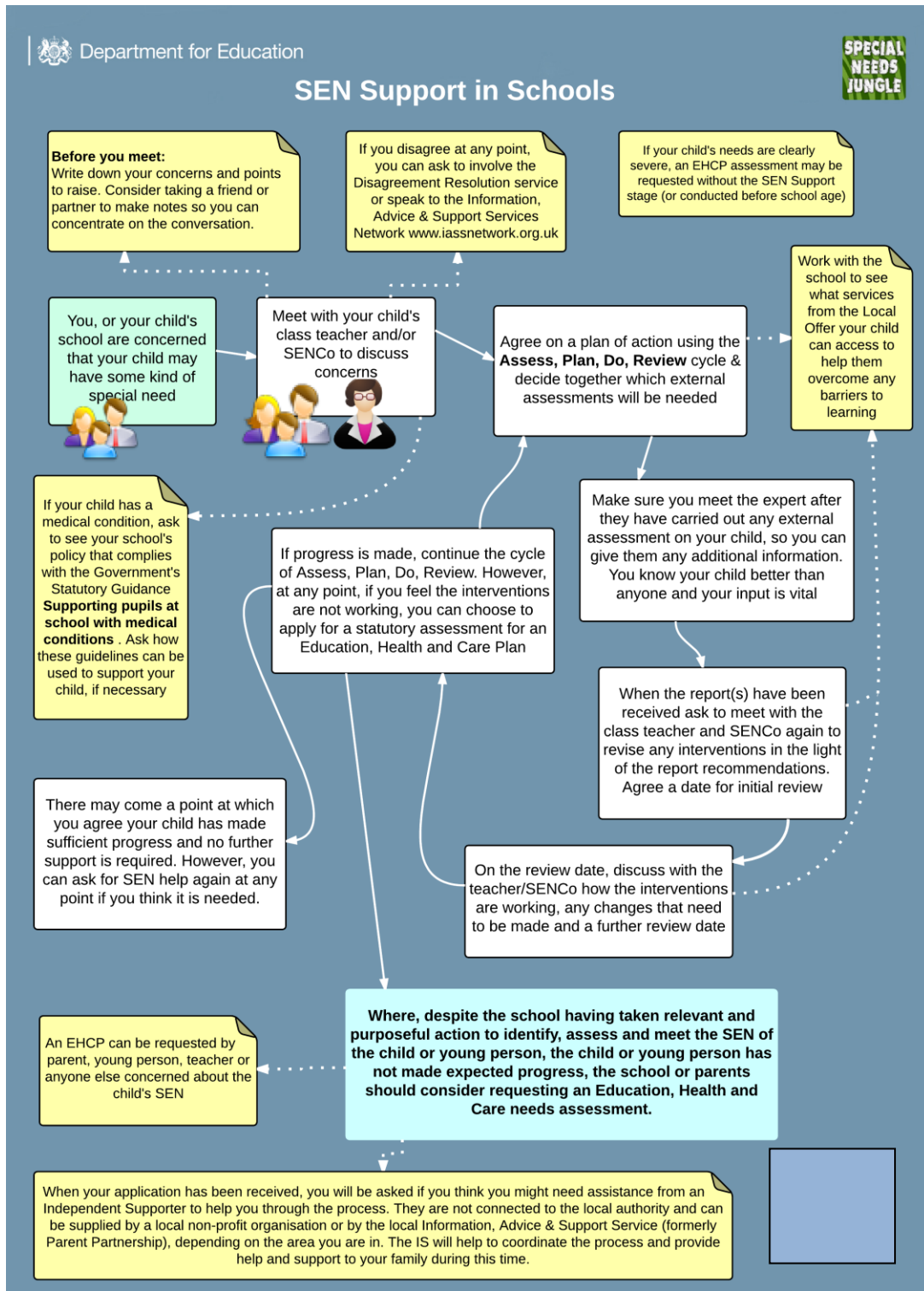


## What should I do if I think my child may have special educational needs?

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo, whose name is Miss Kirsty Edwards, and who may be contacted through the school office at : 01782 432530
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.



# SEN Support in School







## How will I know how the school supports my child?

· All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

· Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.

· The quality of teaching is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the SENCo and external verifiers

2. ongoing assessment of progress made by pupil in specific intervention groups

3. work sampling on a termly basis.

4. scrutiny of planning.

5. teacher meetings with the SENCo

6. pupil and parent feedback when reviewing target attainment

7. whole school pupil progress tracking

8. attendance and behaviour records

· Information on the quality of teaching will be collated in a report to governors. The overall judgement of the quality of teaching can be seen on the school’s last Ofsted Inspection Report. <https://files.ofsted.gov.uk/v1/file/50175993>

· All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils’ attainments to meet these targets are tracked using the whole school tracking system.

· Pupils are identified and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team to ensure that progress is maintained.

· Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model (See page 7 for model)

· Additional individual assessment of the pupil may be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

· Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil from external agencies.



## How will I know how the school supports my child?.. continued

Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments if insufficient progress is made over a period of time.

· If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

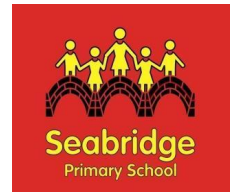
· SEND support will be recorded on an ISP plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Support Service (SENSS)- [SENIS@entrust-ed.co.uk](mailto:SENIS@entrust-ed.co.uk)
2. Behaviour Support Service- [behaviour@entrust-ed.co.uk](mailto:behaviour@entrust-ed.co.uk)
3. Dyslexia Centres- [das@dyslexiastaffordshire.co.uk](mailto:das@dyslexiastaffordshire.co.uk)
4. Autism Outreach Team- [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)
5. Hearing Impairment Team- [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)
6. Visual Impairment Team - [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)
7. Early Years Area SENCO's- [SENIS@entrust-ed.co.uk](mailto:SENIS@entrust-ed.co.uk)
8. Educational Psychologist Service- [Julia.anderson@staffordshire.gov.uk](mailto:Julia.anderson@staffordshire.gov.uk)
9. Educational Welfare Officers- [info@vipeducation.co.uk](mailto:info@vipeducation.co.uk)
10. Physical and Disability Support Service- <https://www.staffordshire.gov.uk/Care-for-children-and-families/Childrenwithdisabilities/Childrens-Disability-Service.aspx>
11. Social Services- <https://www.staffsscb.org.uk/contact/>
12. School Nurse- <https://www.mpft.nhs.uk/services/health-visiting-and-school-nursing>
13. CAMHS (Child & Adolescent Mental Health Service)- <https://camhs.mpft.nhs.uk/south-staffordshire>

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

· For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.



## How will you help me to support my child's learning?

Please look at the school website. It can be found at [www.seabridgeprimary.org.uk](http://www.seabridgeprimary.org.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- The teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent workshops and information evenings during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

## What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- A broad curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups.
- Pupils who find less structured activities or times difficult are provided with alternative small group opportunities within the school, where appropriate.
- The school delivers a curriculum which supports and promotes a healthy lifestyle.
- The school has an Anti-bullying policy which is available on the website and which is promoted through the school's behaviour policy and PSHE curriculum. This is audited annually for its provision in regard to ensuring pupils safety.

## Pupils with medical needs

· Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**



## **What training do the staff supporting children and young people with SEND undertake?**

Where relevant staff have access to targeted training such as:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Leading a Nurture Group
- Talking Partners
- Attendance at the termly SENCo Update
- The SEN Coordination award
- The school has regular visits from SENIS specialist teachers and the Educational psychologist who provide advice to staff support the success and progress of individual pupils.
- The school works in liaison with the NHS Speech & Language Therapist to assess and plan support for targeted pupils. This is then delivered in class.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.
- Where a particular need arises, relevant training will be put into place to support the needs of the child.

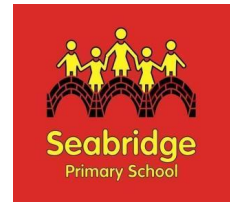
## **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

## **How accessible is the school environment?**

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum, printed information is available via the school website.

<https://seabridgeprimary.org.uk/about-us/policies>



## **How will the school prepare and support my child when joining or transferring to a new school?**

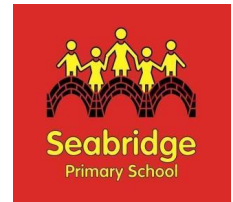
A number of strategies are in place to enable effective pupil's transition. These include:

### **On entry:-**

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Transition to the next school**

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.



## **How is the decision made about how much support my child will receive?**

• For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher, parent and Headteacher and assessment coordinator, as appropriate. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

## **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings
- during additional support review

## **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints please contact the school office.

## **Support services for parents of pupils with SEN include:**

### **• Parent Partnership**

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

• If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

### **• Parent In The Know** newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

**The details contained within this information report will be updated in accordance with the Staffordshire Local Offer.**