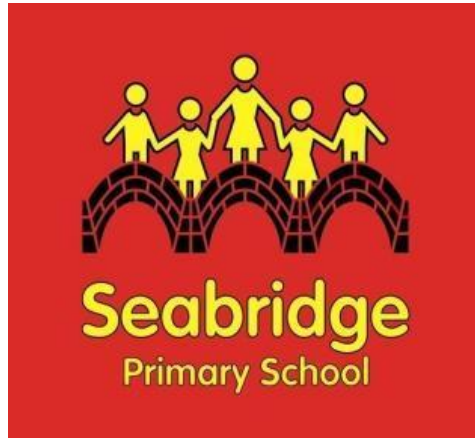




Seabridge Primary School

Special Educational Needs and Disability Information Report

Updated September 2025

Review Date September 2026

SENCO - Kirsty Edwards



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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:

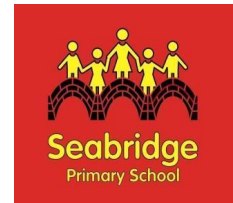
- SEND Code of Practice 0-25 years (2014)
- Special Education Needs and Disability Regulations 2014
- Section 69 of the Children and Families Act 2014 (related to admission arrangements for students with disabilities).
- Equality Act 2010: advice for schools DFE Feb 2013
- Keeping Children Safe In Education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

The Head Teacher is Ms Emma Kuffour

The Special Educational Needs Link Academy Councillor is [Mr Richard 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 SEND.

- 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

- 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 to enable 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.](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 most 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 aged 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?

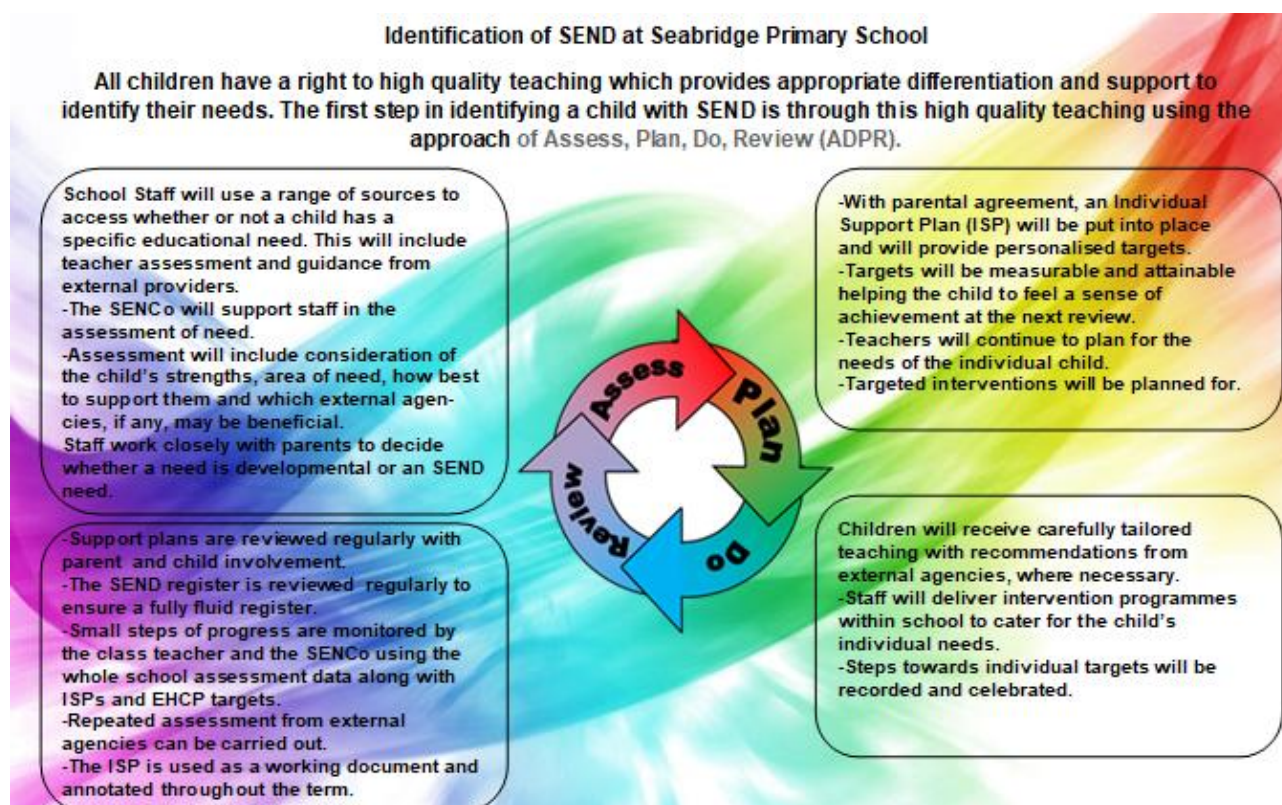
We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- A pupil asks for help
- 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 becoming 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.

Identification of Need

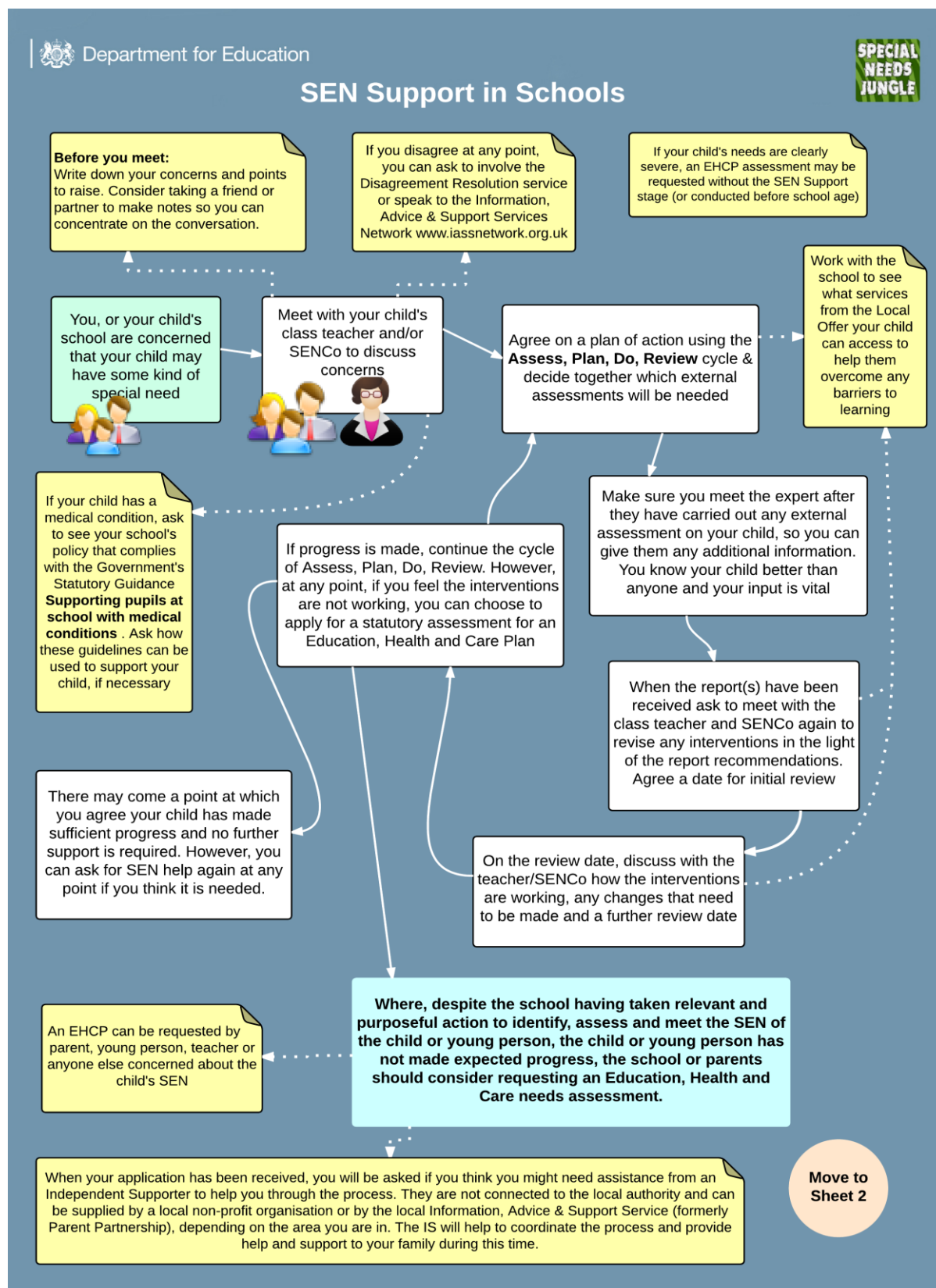
All children have a right to high quality teaching which provides appropriate differentiation and support to identify their needs. The first step in identifying a child with SEND is through this high-quality teaching using the approach of **Assess, Plan, Do, Review** (ADPR).



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.

SEND Support in School





How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners.
- All pupils will have access to a broad, balanced curriculum which will consider different learning styles.
- Pupils with a disability will be provided with “reasonable adjustments” to increase their access to the taught curriculum.
- Teachers will support pupils’ learning by including a variety of adapted teaching methods which could include flexible groupings, scaffolding, pre-teaching, use of technology, explicit instruction, cognitive and metacognitive strategies following the EEF ‘Five-a-day’ principles.
- The quality of teaching is monitored through several processes that includes:
 1. classroom observation by the senior leadership team, the SENCO and external verifiers
 2. ongoing assessment of progress made by pupils 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. We will record the strategies used to support the child within an Individual Support Plan (ISP). The plan will show the interventions for the child and the teaching strategies to be used. It will also indicate the planned outcomes and, will be reviewed throughout the term.
- The ISPs are discussed with parents at ISP 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.



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

- Additional individual assessment of the pupil may be undertaken 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 and are involved in termly meetings to support their child. These discussions may be recorded on a monitoring form to show the early interventions that have been implemented by the class teacher during the monitoring process for the SEND register.
- 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 action to increase the rate of progress will then be 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.
- Parents will be informed if the school considers their child may require SEND support and their partnership sought to improve attainments if insufficient progress is made over 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. Appropriate evidence-based interventions will be 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 relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- Information on pupil's needs is shared with staff using class provision maps, ISPs with evaluations and pupil profiles to take into account pupils views.
- 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.

Specialist Support

For any pupils who may require specialist or external support, school may request that a referral is completed to an external agency. 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
2. Behaviour Support Service- behaviour@entrust-ed.co.uk
3. Dyslexia Centres- das@dyslexiastaffordshire.co.uk
4. Autism Outreach Team- sss.service@staffordshire.gov.uk
5. Hearing Impairment Team- sss.service@staffordshire.gov.uk
6. Visual Impairment Team - sss.service@staffordshire.gov.uk
7. Early Years Area SENCO's- SENIS@entrust-ed.co.uk
8. Educational Psychologist Service- eps.queries@staffordshire.gov.uk
9. Educational Welfare Officers- 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>
14. SENDIASS – Staffordshire Family Partnership- sfps@staffordshire.gov.uk
15. Speech and Language Therapy - [Staffordshire Connects | Children's Speech and Language Therapy - NHS](#)
16. GLOW – [Staffordshire Connects | Glow](#)
17. New Era – [Staffordshire Connects | New Era - Support for Victims](#)
- Occupational Therapy - [Staffordshire Connects | Children's Occupational Therapy West Staffordshire - Stafford/South Staffordshire/Cannock Chase](#)
18. Family Action – [Staffordshire Connects | Family Action - Staffordshire Family Support & Outreach Service](#)
19. Early Help - [Staffordshire Connects | Family Practitioner Service Staffordshire - Early Help](#)
20. SEND and Inclusion Hub - [Staffordshire Connects | SEND & Inclusion Hubs](#)
21. Action for Children - [Staffordshire Connects | Action for Children - Staffordshire Emotional Health and Wellbeing Service](#)



Enhanced Assess, Plan, Do, Review (EAPDR)

The EAPDR Pathway sets out a clear methodology to ensure schools and educational settings are supported to access further additional advice, support and resources in order to meet the needs of children and young people in their setting.

The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively.

The EAPDR pathway will build on the current model of the 'Graduated Approach' (see model on page 7).

For more information, please see the link below.

[Enhanced Assess, Plan, Do, Review - Staffordshire County Council](#)

Education, Health Care Plan (EHCP)

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 Needs Assessment that will be undertaken by the Local Authority. This may result in an Education, Health and Care (EHC) plan being provided

For more information, please see the link below.

[Staffordshire Connects | EHCPs \(Education Health and Care Plans\), Assessments and Reviews](#)



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 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.

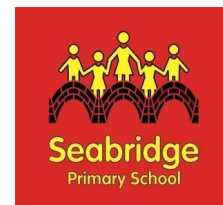
Policies linked to SEND

For further information, please click link: <https://seabridgeprimary.org.uk/about-us/policies>

Accessibility Policy
Anti-Bullying Policy
Assessment Policy
Behaviour for Learning Policy
Compliments and Complaints Policy
Educational Visits Policy
Equality Policy
Feedback and Marking Policy
Intimate Care Policy
Medication Policy
SEND Policy
SET SEND Policy

Supporting pupils who are Looked After by the Local Authority (LA) and have SEND

The Designated Teacher for Seabridge Primary School is Miss Kirsty Edwards who also has the role of SENCO. Each child has a Personal Education Plan (PEP) which is reviewed termly with the LA and the Virtual School. For looked after children with SEND, targets from the PEP and ISP will be duplicated to avoid the child having too many targets and the focus being lost.



What pastoral support is available to support my child's overall social and emotional development and well-being?

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

- Pupils are supported with a detailed and consistent curriculum, including PSHE delivered using the JIGSAW curriculum. This curriculum addresses celebrating differences, healthy me and relationships.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor responsible for this area.
- We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to say and know incidents will be dealt with promptly and effectively. We expect that anyone who knows bullying is happening is expected to tell the staff. We hold Anti-Bullying themed assemblies and use the Seabridge motto of 'STOP IT'.
- For pupils who require additional support for their social, emotional and mental health needs, referrals are made to outside agencies such as Action for Children, and CAMHS.
- Pupils who find less structured activities or times difficult are provided with alternative small group opportunities within the school, where appropriate.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. This can include nurture, Lego therapy, emotion coaching etc.
- The school delivers a curriculum which supports and promotes a healthy lifestyle.
- School uses an online reporting tool 'My Voice' as a line of anonymous communication within the school community. My Voice allows students and parents alike to report any issues or concerns they may be having, anonymously, through our website.



Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school with parents and pupil involvement. Staff who administer medicine, complete training in first aid and paediatric first aid and school will seek advice in partnership with the school nurse service if appropriate.
- School receives support from a diabetic specialist nurse when needed and school attend training sessions linked to diabetes.
- Staff have undergone annual epi-pen training.

All school medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.

How is our school accessible for all children?

Please refer to the school website for reference to our accessibility policy. In school, we have in place within school a toilet that is accessible for wheelchair dependent pupils and the main entrance and multiple entrances around school are accessible via the use of ramps.

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

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 and 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 SEND has completed the SEND 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 and 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 is 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 several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND 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 able 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 SEND 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 that 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 data and assessment lead, as appropriate.
- For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at an 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 an 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 via email for the attention of the Headteacher.

Support services for parents of pupils with SEN include:

- **Parent Partnership** [Staffordshire Connects | SENDIASS - Staffordshire Family Partnership](#)
- 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 sfps@staffordshire.gov.uk

For information on the Staffordshire Local Offer:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>