**SEND Report**

The following information outlines what is on offer at Seaton Academy School for children with Special Educational Needs and/or disability for the academic year 2025 to 2026.

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| **Type of School:** Nursery and Infant  | **Specialist Provision on Site:** No |
| **PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:** |
| **Key Members of Staff** Who are the best people to talk to at Seaton Academy about my child’s difficulties with learning/ Special Educational Needs and Disabilities (SEND)? | SENDco – Michelle Noctor.Class TeachersHead Teacher- Robert BartonSEND Governor- Shelly McGlasson | The SENDco is responsible for: * Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents/carers are: * involved in supporting their child’s learning
* kept informed about the support their child is getting via the staff who are working directly with them
* involved in reviewing how they are doing
* part of planning ahead for them.
* Liaising with all the other people who may be coming into school to help support a child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.
* Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and along with the class teacher ensure that there are detailed records of pupil’s progress and needs.
* To provide specialist support for teachers and support staff in the school so they can help pupils achieve the best possible progress in school.
* Ensuring that all staff working with a child in school are supported to deliver the planned work/programme for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Class Teachers are responsible for: * Checking on the progress of the child with SEND and identifying, planning and delivering any additional help that they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
* Ensuring that the school’s SEND and Teaching and Learning Policy is followed in their classroom for all the pupils they teach with any SEND.
* Following advice given by SENDco and any specialists working with the child.
* Adapting work or resources as appropriate for children with any additional needs or learning styles.
* Coordination Early Help Assessments and meetings for pupils in their class with the support of the SENDco.

The Head teacher is responsible for: * The day to day management of all aspects of the school, this includes the support for children with SEND and allocation of the budget relating to SEND.
* He will give responsibility to the SENDCO and class/subject teachers, but is still responsible for ensuring that the pupil’s needs are met.
* He, along with the support of the SENDco, must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
* Hold teachers to account over the progress of pupils with SEND and interventions provided through regular pupil progress meetings.

The SEND Governor is responsible for: * Making sure that the necessary support is made available for any child who attends the school who has a SEND.
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| **How could my Child get support in School?**Below you will find our Waves of Progression which outlines the pathway that is followed to provide the best support for any pupil with SEND.  |

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|  Seaton Academy Waves of Provision |
| **Wave 1****Quality First Teaching** |
| **Cognition and Learning** | **Communication and Interaction** | **Sensory and/or Physical**  | **Social, Emotional and Mental Health** |
| * Adapted lesson planning with adapted activities
* Adapted curriculum delivery e.g. simplified language / appropriate lesson pace
* Adapted, targeted questioning
* Multi-sensory techniques employed
* Strong use of modelling
* ‘Scafffolding’ used and withdrawn gradually as needed
* Flexible teaching arrangements, e.g use of ICT, groupings
* Adapted use of resources and apparatus e.g. Numicon
* Effective in-class TA support.
 | * Adapted curriculum planning and delivery e.g. simplified language or minimal use of language
* Oracy skills are embedded into lessons and used to enhance teaching and learning
* Modelling of speech and language
* Adapted, targeted questioning
* Talk partners
* Group work
 | * Flexible teaching arrangements, e.g use of ICT, groupings, seating arrangements
* Adapted curriculum planning and delivery
* Adaptations to the classroom and outdoor area (as appropriate)
* Availability of resources and apparatus e.g. pencil grips, writing slopes.
* Fine motor skill activities e,g, peg boards, play Dough
* Teacher aware of sensory and physical impairment e.g. light implications for visually impaired
* Disability awareness included in curriculum
 | * Adapted curriculum planning and delivery
* Structured school and classroom routines
* Consistent application of whole school policy on behaviour and conduct
* Constant and consistent positive affirmation of desired behaviours from pupils
* Strong relationships with pupils
* PSHE sessions from 1 decision and circle times.
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**What does this mean for a pupil with SEND?**

* Ensuring that the teacher has the highest possible expectations for a child with a SEND and for all other pupils in their class.
* Ensuring that teaching and lessons are adapted to suit the needs of all children, enabling them to access the same learning alongside their peers. This may be through adult support, alternative methods of recording, concentration resources, picture prompts etc.
* Ensuring that all teaching is based on building upon what a child already knows, can do and can understand.
* Putting in place different ways of teaching so that a child with SEND is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. The teacher may put in place specific strategies (which may be suggested by the SENDCO or outside agencies) to support a pupil to learn.

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|  Seaton Academy Waves of Provision |
| **Wave 2****Group Intervention**  |
| **Cognition and Learning** | **Communication and Interaction** | **Sensory and/or Physical**  | **Social, Emotional and Mental Health** |
| * Effective in-class TA support for groups and individuals to aid delivery of targets
* Pre and post teaching
* Little Wandle Intervention groups
* Mastering Number Intervention groups
 | * In-class TA support to aid delivery of targets
* Intervention groups
* S&L 1-1 intervention
 | * Physical skill development groups e.g. balancing, fine motor, gross motor skills
 | * ELSA Intervention group
* Group pastoral/nurture support
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**What does this mean for a pupil with SEND?**

* The class teacher will have carefully checked on a pupil’s progress and will have decided that specific children may has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This may be done alongside the SENDco or with the Head teacher during pupil progress meetings.
* A TA/teacher or outside professional (like a Speech and Language Therapist) may run group sessions either in a small group or within the classroom setting. Although they may be planned for and delivered by the STA, they are the any child who has specific gaps in their understanding of a subject/area of learning. These children now have needs that would be best met with strategies that are above and beyond what is being taught within the class. responsibility of the class teacher who over sees the strategies and objectives being delivered.

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|  Seaton Academy Waves of Provision |
| **INCLUDE PUPILS ON SEND REGISTER****Wave 3****SEN Support**  |
| **Cognition and Learning** | **Communication and Interaction** | **Sensory and/or Physical**  | **Social, Emotional and Mental Health** |
| * 1-1 Reading and Writing support
* 1-1 Maths support
* Use of specific/ specialist ICT to support and enhance learning
* Additional arrangements for planning and transition.
 | * 1:1 speech therapy sessions delivered by speech therapist and/ or TA
* Additional arrangements for planning and transition.
* Consider a direct referral to SLT if the need is purely Speech and Language related.
 | * Visual timetable/ task organiser.
* Multi-agency involvement e.g. Occupational Therapy, Physiotherapist
* Adaptations and changes to equipment, resources etc as advised by professionals will be implemented and followed
* Additional arrangements for planning and transition.
 | * 1-1 pastoral/nurture support
* Multi- agency involvement e.g. CAMHS
* Additional arrangements for planning and transition.
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**What does this mean for a pupil with SEND?**

* A pupil will have been identified by the class teacher/SENDCO (or a parent may have raised a concern) as needing more specialist input instead of or in addition to classroom teaching and intervention groups.
* Parents/Carers will be asked to come to a meeting to discuss their child’s progress and help plan possible ways forward.
* Parents may be asked if they consent to an Individual Education Plan (IEP) which details learning targets that are specific to a child. These targets are beyond what is found in everyday classroom teaching and need a personalised approach for the pupil.
* When a pupil is placed on an IEP, they are written into the schools SEND register that is overseen and managed by the SENDco. Parents must be informed of this.
* The school may suggest that a child needs some agreed individual support in school. They will inform the parents of how the support will be used and what strategies will be put in place.

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|  Seaton Academy Waves of Provision |
| **INCLUDE PUPILS ON SEND REGISTER-SAT REFERRAL AND IEP****Wave 4****SAT Referral**  |
| **Cognition and Learning** | **Communication and Interaction** | **Sensory and/or Physical**  | **Social, Emotional and Mental Health** |
| * If there are still concerns that a child is not making adequate progress and is not reaching age related expectations, initiate an SAT referral (together with the parents) to allow access to further support.
 | * If there are concerns additional too/different from Speech and Language needs or a child is in Year 2, initiate an SAT Referral to allow access to further support.
 | * If there are still concerns about a child’s needs, initiate an SAT Referral (together with the parents) to allow access to further support.
 | * If there are still concerns about a child’s needs, initiate an SAT Referral (together with the parents) to allow access to further support.
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**What does this mean for a pupil with SEND?**

Parents will be asked to give permission for the school to refer a child to a specialist professional e.g. a Specialist Advisory Teacher, Speech and Language Therapist or Educational Psychologist. This is done by the Specialist Advisory Teacher referral process or request forms. This will help the school and parents understand the pupil’s needs better and be able to support them better in school.

The specialist professional will work with the pupil to understand their needs and make recommendations, which may include:

* Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better o Support to set skilled targets which will include their specific expertise for teachers to implement
* A group ran by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
* A group or individual work with outside professional

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|  Seaton Academy Waves of Provision |
| **INCLUDE PUPILS ON SEND REGISTER- EHCP AND IEP****Wave 5****EHCP**  |
| **Cognition and Learning** | **Communication and Interaction** | **Sensory and/or Physical**  | **Social, Emotional and Mental Health** |
| * If necessary, seek and implement EHCP alongside other professionals.
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This is usually provided via an Education, Health and Care Plan (EHCP). This means that a pupil will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 11 hours a week), which cannot be provided from the budget available to the school. Usually a child will also need specialist support in school from an outside agency.

This may be from:

* Specialist Advisory Teaching Services for ASC or Sensory/Medical difficulties (for students with a hearing or visual need) etc.
* Outside agencies such as the Speech and Language therapy (SALT) Service.

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| **How can parents let the school know they are concerned about their child’s progress in school?** | * If parents have concerns about their child’s progress, they should initially speak to their child’s teacher.
* The concerns may need referring to the SENDCO Michelle Noctor.
* If parents continue to feel that their child is not making progress, then they should speak to the Head teacher or the school SEND Governor who will liaise with the appropriate staff members.
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| **How will the school-let parents know if they have any concerns about their child’s learning in school?** | * When a teacher or a parent has raised concerns about their child’s progress, and targeted teaching has not met the child’s needs, the teacher must raise this with the SENDCO
* At Seaton Academy, this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupil’s to the SENDco.
* At Seaton Academy, there are regular pupil progress meetings between the Head and class teachers to ensure all children are making good progress. This is another way a pupil may be identified as not making as much progress as they could be.
* At Seaton Academy the class teachers have responsibility for monitoring their own class data to ensure good progress is being made by all pupils. Again, this could be a way a child is identified as needing further support.
* The SENDco also analyses data each term to identify pupils who may have a SEND or are not making enough progress and talk to teachers about possible interventions.

If a child is then identified as not making progress the school will set up a meeting to discuss this with parents in more detail. * To listen to any concerns that they may have too
* To plan any additional support a child may receive
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