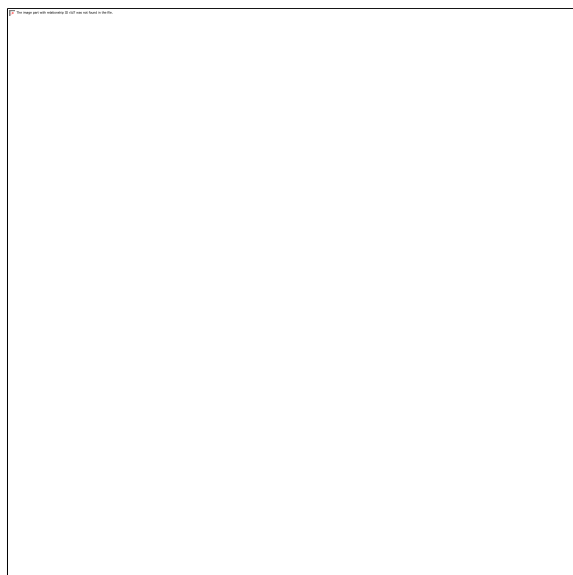


# **Seaview Primary School**



## **SEN INFORMATION REPORT**

The staff and governors at Seaview Primary, Deneside aim to address special needs provision through a whole school approach. Our ethos is one of collaboration and inclusion between senior management, teachers, support staff, parents, agencies and, most importantly, the child.

Through a flexible approach to learning, valuing all the child's achievements, whilst allowing for individual differences, we hope to develop children's strengths, address their needs and make school an enjoyable, happy and productive time for each child.

Our overall aim is to help all children reach their full potential in a caring and co-operative atmosphere where each child feels respected and valued.

At Seaview Primary School we strive to ensure that all children:

- have a broad and balanced curriculum, which is differentiated to enable children to:
  - understand the relevance and purpose of learning
  - experience levels of understanding and rates of progress which bring success and raise self esteem
- provide a secure and safe environment, where children can flourish and grow
- have equal access to resources, provision and intervention

### **What is the Local Authority Local Offer?**

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:  
[www.countydurhamfamilies.info/localoffer](http://www.countydurhamfamilies.info/localoffer)

### **Definition of Special Education Needs (SEND)**

The definition of a Special Educational Need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Special Educational Needs and 3 disability code of practice: 0-25 years)

### **What are the different types of SEND?**

At Seaview Primary, we recognise that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

## **Communication and Interaction**

- Delay in attention / interaction Skills—children may have difficulties ignoring distractions and may need regular prompts to stay on task. They may find whole class work difficult. They may need individualised motivation in order to complete tasks. These children may have peer relationship issues or may not be able to initiate or maintain a conversation.
- Understanding / Receptive Language—children may need visual support to understand or process spoken language. Children may repeat language.
- Speech / Expressive Language—children may use simplified language and use limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request further clarification. Some immaturities are in the sound system. Grammar/phonological awareness is still fairly poor and therefore literacy can be affected.

## **Cognition and Learning**

- Children may have difficulties with the skills needed for effective learning such as use of: language, memory and reasoning skills; sequencing and organisation skills; an understanding of number; problem-solving; fine and gross motor skills; independent learning skills; exercising choice; decision making and information processing.

## **Social, Mental and Emotional Health**

- Children may have difficulties with social and emotional development which may lead to or stem from: social isolation; behavioural difficulties; attention difficulties; anxiety and depression; attachment disorders; low self-esteem and issues with self-image.

## **Sensory and/or Physical**

- These pupils may have a medical or genetic condition that could lead to difficulties with: specific medical conditions; gross and fine motor skills; visual or hearing impairment; accessing the curriculum without adaptation; physically accessing the school building or equipment; oversensitivity to noise / smells / light / touch / taste and issues with toilet / self-care.

## **School Admissions**

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the Local Authority or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

## **Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN**

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's Special Educational Needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

### **Contacts**

The following are the main contacts for Special Educational Needs and Disability at Seaview Primary School:

Karen Field is the Head Teacher

Cheryl Baker is the designated SEN Governor:

Lexi Wilkinson and Stephanie James are the designated Special Educational Needs Coordinators. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements

### **Identifying SEN at Seaview Primary School**

We aim for early identification of any Special Educational Needs and disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age related expectation or progress is slower than expected/usual for the child, but it is felt that the child doesn't have a SEND, then appropriate intervention is planned for and specific objectives are recorded. However, despite high quality teaching and interventions some students are unable to make expected progress and this could be for a variety of reasons, one of which is a Special Educational Need.

If staff have concerns about a child, then this is raised with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to an outside service (Advisory Support Teacher, Educational Psychologist) if appropriate. Once this information has been gathered a meeting will be arranged.

In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning. We use the graduated approach detailed in the new Special Educational Needs and Disability Code of Practice of "assess, plan, do, review." This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress

Students with SEN will be placed on the school's SEN register, which is accessible to all staff in school and they will have an SEN Support Plan. This support plan contains specific, measureable, achievable and realistic targets, outlines appropriate support or intervention programmes and who will be the responsible adult. This will be reviewed on a regular basis, with the child and parent at the centre.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

### **Education and Health Care Plan (EHCP)**

If a child's needs are very complex and/or severe, we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Education, Health and Care Assessment is only appropriate for a small number of children.

### **Partnership with parents:**

Parents will be informed as soon as a child has been identified as requiring help that is "different from" or "additional to" that of other children. Input from parents will be actively sought and ways in which parents might help their child will be shared.

For children who are identified as needing intervention from outside agencies or who may require a statutory assessment, parents will be notified for permission for this to take place. Parents will be informed of the nature and purpose of the involvement and notified of subsequent progress.

Parents and carers will be involved throughout the process. We are committed to working with parents and carers to identify their child's needs and support.

### **Working with outside agencies:**

Where a child with SEN is not making appropriate progress, we may feel that they need advice and support from external professionals. We will always discuss such a need with parents first. If it is felt appropriate, we will then refer a child to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Seaview Primary has a contract with the Local Authority EPS Service (Educational Psychology Support Service) to whom we make referrals for Advisory Support Teachers and Educational Psychologists. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest that statutory assessment is advisable
- Consult with all parties involved with the child

We also work with a variety of external agencies:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Physiotherapy and Occupational Therapy Services
- Autism Support Service
- School Nurse/Health Visitors
- Crisis Response Service
- Sensory Support Service
- Early Intervention Team
- Cognition and Learning Support Service
- One Point Services
- Paediatricians

## **Supporting SEN students at Seaview Primary**

At Seaview Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Seaview Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

Where a child is diagnosed with a Special Education Need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a child's need and strategies to be implemented, small group targeted intervention sessions and referrals to outside agencies, or a combination. At Seaview we put the needs of the child first.

### **Our Curriculum**

Our overall aim is to give every child the opportunity to develop his or her full potential through the delivery of a broad, exciting and challenging curriculum. We aim to ensure that children have access to lots of interesting experiences, so that they will feel fulfilled and can develop individually; acquiring independence, initiative, interests and talents.

In our school, we endeavour to make the curriculum really interesting and motivating for our children. We know that children learn best when they are involved and enjoy what they do. Our whole curriculum helps our children to gain an understanding and knowledge of the world in which they live, and helps them to acquire the skills they will need as they grow. Each year, we choose topics that we believe will engage all children, often children will have a say in what topics interest them. Take a look at our website to see what each year group has been up to.

### **Monitoring pupils' progress**

At Seaview Primary school, we hold termly parents' meeting during the school day and after school. Parents are invited to a meeting with their child's teacher and the child. A progress

sheet is discussed, which clearly states whether they are developing, securing or at the National Standard for that particular year. If a child is not, then it will clearly state what year group they are currently working at. In addition to this, behaviour, attendance, punctuality, effort and homework are discussed and this is shown using a traffic light system.

### **Our Interventions**

Interventions follow a monitoring cycle involving: assess–plan–do–review. Where an intervention with a child is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

We have a number of intervention programmes in school which we tailor to meet the needs of individuals or groups of children. Our teachers, intervention teacher and teaching assistants deliver high quality programmes including group work; 1:1 teaching; speech and language input; fine and gross motor skills; reading and handwriting booster; Year 6 Booster Teaching; physical activity, and many more.

Programmes that we deliver:

- Squiggle while you wiggle
- Lego therapy
- Write from the start
- Reading Plus
- Dough Disco
- Stop Buggin' Me
- Blast Language Programme
- Drawing and Talking Therapy
- Zones of Regulation

If you would like more details about the programmes we deliver, then please let us know and we can arrange a meeting with the SENCO or that particular member of staff.

### **The Beacon**

In January 2020, we were thrilled to open up a brand new provision in our school. This provision is known as 'The Beacon'. 'The Beacon' is a separate classroom dedicated for children with significant Special Educational Needs, predominantly social, emotional and mental health needs. At present, there are 8 children accessing this provision on a full time basis. The children in this class have a full time class teacher and teaching assistant. All children are in Key Stage 2. 'The Beacon' provides these children with a nurturing environment, daily access to interventions and a slower, relaxed pace to the school day. In just a short period of time, this new provision has had an overwhelming impact on the social and emotional needs of these children.

### **Pastoral Support**



## School Counsellor and Parent Support Advisor

Here at Seaview, we have a fully trained counsellor, Mrs Debbie Liebgott. On an afternoon, Mrs Liebgott holds sessions with children on a 1:1 basis for a block period of time. However, if children just need to talk, then Mrs Liebgott is available throughout the day in her 'Chat Room'. Another part of her job, is her role as our Parent Support Advisor (PSA). This means Mrs Liebgott works closely with parents and is there for help and support.

## Youth Mental Health First Aiders

In November 2018, three members of staff qualified as Youth Mental Health First Aiders: Mrs Lexi Wilkinson, Mrs Debbie Liebgott and Miss Becky Bell.

## Transitions

At Seaview Primary School we recognise how important a successful transition is to our children with additional needs. We want the process to be as easy and stress-free as possible.

We visit all new Nursery children in their homes before they start school. This has been very successful and families quickly become more familiar with members of staff.

New starters for Reception children are provided with the following opportunities:

- Parent Information meeting
- Children's visits to Reception class in the Summer Term
- Pupils invited for School Lunch
- A graduated approach to the school day

We support the children fully when they move to Secondary school. We have been working hard at making the transition process as smooth as possible. Year 6 children visit the Secondary school often in the Summer term and we also have their staff members come and work with the children at school to enable them to start to build relationships.

We are extremely flexible and are prepared to organise extra transition sessions or meetings with external agencies to make transition as easy and stress-free as possible.

## Behaviour

Our aim is to maintain a quiet, calm and happy school environment. We want all our children to enjoy coming to school and to enjoy harmonious relationships with others. The school encourages children to play and work co-operatively. Where there are problems with behaviour, the school takes immediate action, so that the child is made aware of the inappropriate behaviour and may lose privileges or have 'time out'. If the child's behaviour continues to be problematic, parents will be notified in order to solve any problems on a basis of joint cooperation.

We have access to a number of professionals who can support with behaviour at home and at school. Our staff are happy to talk through this with you. We also have strong links with the NHS and Behavioural Support Teams. At school, we deliver small group or 1:1 behaviour interventions, which can focus on right choices, social interactions or friendship groups for example. These sessions are led by Wendy Short, who is part of the Emotional Wellbeing and Effective Learning team.

Added to this, we also have strong links with the local emergency services. We work very closely with Durham Police as well as the local Fire station.

### **Read Write Inc. (RWI)**

Our phonics programme is called Read Write Inc. (RWI). As a school, we have decided to concentrate on raising reading standards. The programme is a specialised programme which is extremely prescriptive and it encompasses all abilities, beginning in Nursery and Reception. All RWI sessions are in very small groups and we endeavour to make them as fun and interactive as possible. All staff are trained to deliver this programme.

### **Lunchtimes and After School Clubs**

At Seaview, we have employed our very own 'Play Leader'. Mrs Karamath organises a variety of sporting activities during a lunchtime, which all children can access.

Some children find the lunchtime experience a difficult part of the school day. At Seaview we have 'Luncheon Clubs', where children can eat their dinner in a small group, with the support of a member of staff. These clubs allow children to build their self-confidence, explore social situations and issues or just give children that time to relax in a place where they feel safe.

### **Breakfast Club**

We run breakfast clubs every morning starting at 8.10am for all children in the school. We provide a freshly prepared, nutritious breakfast and games, courtesy of our partnership with Greggs the Bakers in Seaham.

We are a friendly and welcoming school with an 'open door' policy. We encourage parents and carers to speak to key members of staff each day, if they have any concerns or queries. We are also happy to speak over the telephone to those parents who work during the day.

If you would like any more information about any of the above, then please do not hesitate to come and talk to us.

**Mrs Lexi Wilkinson**

**Deputy Headteacher / SENCO**

**September 2021**