

Seaview Primary School



SEN INFORMATION REPORT

Last review: November 2023
Next review: November 2024

Contents

Key Contacts	3
Definition	3
Broad Areas of Need	3
School Ethos & Approach	3
Consultation in Production of SIR	4
SEN Provision	4
The kinds of SEN that are provided for	4
Our approach to teaching children with SEN	4
How we adapt the curriculum and learning environment for children with SEN	5
Good Classroom Practice and Quality First Teaching	6
Identify Need	6
SEN Support	6
Education and Health Care Plan (EHCP)	7
Assessment of Attainment and Progress	7
Evaluating the Effectiveness of SEN Provision	7
Support for Emotional & Social Development	7
Looked After Children with SEN	8
SEN Transition	8
SEN Specialist Expertise	9
Compliments, Complaints & Feedback	10
Key Policies	10

Key Contacts

Headteacher – Mrs. Lexi Wilkinson

Deputy Headteacher & SENCO – Mr. Paul Gingell

SENCO – Mrs. Stephanie Doran

SEN Link Governor – Mrs. Gemma Slater

Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Broad Areas of Need

There are four broad areas of special educational need:

Communication and Interaction

Includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

Include pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Difficulties

Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties

Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

School Ethos & Approach

The ethos of at Seaview Primary School is for all children to **Do MORE, Know MORE, and Be MORE**. We strive to meet special educational needs through a whole-school, graduated approach. Collaboration between senior management, teachers, support staff, parents, agencies and, most importantly, the child results in inclusion for all.

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

- have a broad and balanced curriculum, that enables children to understand the relevance and purpose of learning, and 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

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.

Consultation in Production of SIR

Teachers, learning support assistants, and the SENCO work with children and young people to identify the support needed to meet agreed outcomes. Their provision is planned and resources are allocated to meet individual needs.

We are committed to working with parents and carers to identify their child's needs and put appropriate support in place. Parents and carers are involved throughout the process by attending termly SEN support planning and review meetings; attending termly parents meeting; utilising open lines of communication with the SENCO and the school's 'open-door' approach, where parents and carers are welcome to come into school to discuss any concerns they may have.

Our school policies reflect how we strive to be inclusive for all pupils. School policies can be found on the 'policies' section of the school website or requested from the main school office.

SEN Provision

The kinds of SEN that are provided for

At Seaview Primary School, we have experience of supporting children and young people with a wide range of needs including:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Speech and Language Difficulties
- Social Communication Difficulties
- Hearing Impairment
- Visual Impairment
- Physical Disability
- Social, Emotion and Mental Health Needs
- Attention Deficit Hyperactivity Disorder
- Trauma and Attachment Difficulties
- Autism Spectrum Disorder
- Foetal Alcohol Syndrome

We also manage a range of medical conditions such as epilepsy, diabetes and asthma. Medical conditions are managed through IHPs (Individual Healthcare Plans) which are shared with parents and are reviewed annually. The school provides data on the levels and types of needs to the Local Authority. This is collected through the school census.

Our approach to teaching children with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

We aim 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 interesting and motivating for our children. We know that children learn best when they 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.

The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence. To provide an inclusive education we offer:

- scaffolding to enable all children to achieve the same goal
- respect and tolerance to all
- adapted curriculums to meet individual needs
- supportive luncheon clubs
- engagement in our local community
- an extensive range of PE, school sport, and physical activity (including disability sports)
- a range of educational visits including computing competitions, museums, art galleries, historical landmarks, wet lands, Nissan, theatre, and more.
- residential outdoor and adventurous activity trips
- onsite swimming lessons

How we adapt the curriculum and learning environment for children with SEN

We have adapted the curriculum to develop confidence, improve self-esteem and promote enthusiasm in all pupils.

We provide:

- The 'Beacon' provision. This provision is dedicated for children with significant Special Educational Needs. A small group of children access this provision on a full time basis. The children in this provision have a full time class teacher and two teaching assistants. 'The Beacon' provides these children with a nurturing environment, daily access to interventions and a slower, relaxed pace to the school day. Children accessing this provision have individual learning plans, which focus on academic and personal development targets identified for each child.
- The 'Little Lighthouse' provision. This provision is dedicated to children in the Early Years Foundation Stage and Key Stage 1. It provided a supportive environment for children to assess sensory resources; develop their fine-motor and gross-motor skills; and build the communication and interaction skills.
- A high-quality curriculum. Subject leaders have adapted their curriculum areas to include, where possible, rich learning experiences and practical learning to promote inclusion for a range of learning styles and needs.
- Counselling. We have a fulltime counsellor who offers 1:1 counselling for a 10-week block.

- Emotional well-being support. An advisory teacher from the Emotional Well-being and Effective Learning team provides children with a 10-week programme of support for emotional difficulties, anxiety, low self-esteem, and social skills difficulties.
- Speech and language support. A support assistant from the Speech and Language Therapy team provides children with a 10-week programme of support for individual speech and language needs.

Good Classroom Practice and Quality First Teaching

We adopt a graduated approach to meeting the needs of children with SEN. The first step in this approach is good classroom practice and Quality First Teaching. This involves adapting approaches in the classroom to meet the needs of children without the need of additional resources. At Seaview Primary School, we achieve this through high expectation for all, high-quality modelling, a range of collaborative learning approaches, scaffolding of tasks, medium-term intervention planning, 'Get Ahead' intervention groups, misconception intervention groups, small group learning (where possible), and 'spot light' learning.

In many cases, our approach to good classroom practice and Quality First Teaching can meet the needs of children who are identified as having a special education need.

Identify Need

We work very closely with parents, carers, and pupils to identify special educational needs. This is achieved through:

- Open communication with parents and carers. We offer an 'open door' approach. This means that parents are welcome to call or visit the school at any time. Our SENCO will listen to the concerns of parents or carers and put in place appropriate next steps.
- Classroom observation. Classroom staff identified possible special education by getting to know children and understanding how they learn. The SENCO may also observe children in class where a concern has been raised.
- Assessment tools. The Durham Local Offer provides useful assessment tools that support school in identifying children with possible special educational needs. This enables the SENCO to seek support from appropriate external agencies.
- Collaboration with external agencies. Where appropriate, the school will seek advice, training, or support from a team of professionals that specialise in Communication and Interaction needs; Cognition and Learning needs; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical Difficulties, as well as the NHS.
- SEN Support Plans. Children who are identified as having a special education need will have a SEN Support Plan to ensure that the school can effectively meet their needs.

SEN Support

Where a pupil is identified as having a special educational need school will follow a graduated approach which takes the form of cycles of "Assess, Plan, Do, Review"

- 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.

Pupils with SEN will be placed on the school's SEN register, which is accessible to all staff in school and they will have a SEN Support Plan. This support plan contains specific, measurable, 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. Parents are invited into school termly to part of the review process.

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.

Assessment of Attainment and Progress

Children's progress is assessed termly by the class teacher. This information is shared with parents and careers during termly parents' meetings. Parents are invited to a meeting with their child's teacher and the child. Teachers and parents discuss children's progress, attainment, behaviour, attendance, punctuality, attitude to learning and homework. Targets for the coming term will also be shared.

Evaluating the Effectiveness of SEN Provision

Our SEN provision is continuously evaluated to ensure the provision has a positive impact on the outcomes of pupil. This is achieved through:

- Governor monitoring
- Senior Leadership monitoring
- SENCO monitoring
- External audit
- Robust evaluation of policy and practice
- Lesson observation
- Book scrutiny
- Learning walks
- Performance management

Support for Emotional & Social Development

We adopt a whole school approach to the Zones of Regulation. This enables children to understanding and communicate the emotional more effectively, supporting to self-regulate. Well-being Warriors are a peer support group who children can turn to discuss their worries and concerns. This is supervised by key adults.

For children who require further support with their emotional and social development, we offer:

- School counsellor. Children can access a 10-week support programme from our school counsellor.
- Parent support adviser. Parents can access a 10-week support programme from our parent support advisor.
- Emotional well-being support. Children who are experiencing level emotional difficulties, anxiety, low self-esteem, or difficulties with social skills can access a 10-week support programme from the Emotional Well-being and Effective Learning team.
- Mental health first aid. We have three members of staff qualified as Youth Mental Health First Aiders.

Looked After Children with SEN

Our Designated Teachers for looked after children are: Mrs. Wilkinson (Headteacher) and Mr. Gingell (Deputy Headteacher). The designated teachers work with the SENCO to ensure all teachers understand the implications of the children who are looked after.

Looked after children are support by our SEN provision offer. In additional to this, their progress is reviewed using a Personal Education Plan (PEP).

SEN Transition

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 approached to the school day

To support children when moving between classes, we offer a three-day transition approach in the summer term. This enable to visit their new classroom environment and begin to build relationships with their new teacher. Where appropriate, individual transition arrangements will be put in place to meet the needs of individual children.

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 their chosen secondary school often in the summer term. Staff members from their chosen secondary school also come and work with the children at Seaview Primary School to enable them to start to build relationships. The SENCOs from both schools work closely to ensure a smooth transition for all children.

SEN Specialist Expertise

Paul Gingell and Stephanie Doran are the designated Special Educational Needs Coordinators. It is the SENCO's job to:

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

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 professional for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support pupils, using their support and advice. Seaview Primary School has a contract with the Local Authority for external specialist support. 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:

- Durham SEND Information, Advice and Support Service
- County Durham Local Offer
- 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

Compliments, Complaints & Feedback

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, queries or feedback. 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. Our complaints policy and procedure can be found on the school website.

Key Policies

Our key policies can be accessed on the school website or requested from the main school office. Important policies for parents of children with SEN include:

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy