



Special Educational Needs Information Report

Seaford Primary School

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. We also have a [SEN policy](#) which can be found on our website. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer

We will review this report every year and will incorporate feedback from pupils and parents. If you want to give us your views about the report, please contact the school office.

Signed: _____ **Chair of Governors (Mr. Malcolm Anderson)**
Date: October 2021

2. Who do I contact?

If you are thinking of applying for a place, contact Mrs Jo Owen in the school office or office@seafordprimary.e-sussex.sch.uk

If your child is already at the school, you should talk to the child's class teacher, in the first instance. Please make an appointment via the school office 01323 893450 or office@seafordprimary.e-sussex.sch.uk

The Inclusion Manager is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The Inclusion Manager also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

The Inclusion Manager at Seaford Primary school is Sarah Boyle and you can contact her on 01323 893450 or sarahb@seafordprimary.e-sussex.sch.uk. Sarah works a 0.9 fte contract, Monday – Thursday and alternate Fridays.

3. Which children does the school provide for?

We are a maintained primary School and admit pupils from age 4 to 11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

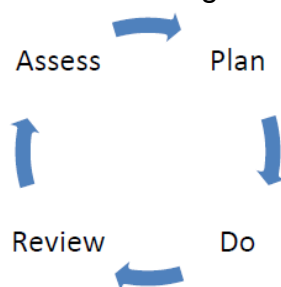
- Seaford Primary school admissions policy is in line with the county's admissions policy - [school admissions - East Sussex.gov.uk](https://www.eastsussex.gov.uk/school-admissions)
- Contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the school meets the needs of children with SEN and disabilities

At Seaford Primary school we are committed to enabling children with SEND to access all aspects of the curriculum and make progress academically, socially and emotionally. We have a duty under the Children and Families Act 2014, and the Equalities Act 2010 to have a whole school approach to SEN.

Quality first teaching strategies, with appropriate differentiation enable all children to learn and progress. Children work in a variety of groupings, such as mixed ability pairs, similar ability pairings, small supported groups and if the need arises, 1:1. If a child requires additional intervention, provision is discussed with the Inclusion Manager, teachers and parents.

Underpinning all of our provision in school is the graduated approach cycle of :-



For children with SEN who are making minimal progress, their interventions will be outlined on an intervention provision plan. If they have more complex needs, usually requiring significant additional support and/or outside agencies, an Additional Needs plan may be written.

For the few children with the most complex needs, it may be necessary to request a statutory assessment from the local authority and an Education, Health and Care plan (EHCP) may be issued.

If the child is looked after by the local authority they will have a Care Plan, including a

Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans through the Additional Needs plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is additional to and different from that which is usually available to pupils of the same age. Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

If your child has any special educational needs before they start our school, the previous setting will transfer your child's records onto us. The Early Years team may be also be involved and liaise with us prior to your child with SEN joining Reception.

Through termly pupil progress meetings, we identify children who may require additional support and who may need to be on the SEN register. Any 'additional to and different from' support is reviewed regularly and adapted as necessary. Concerns about a child having any special educational needs may be raised by teachers and/or parents, through assessments and/or observations. We also take on board any assessments and advice provided by outside specialist services.

We use pupil voice to find out how your child feels, what they think they need to work on and what helps them learn.

As part of our ongoing 'assess, plan, do, review' cycle we discuss behaviour issues and whether these are connected with any possible special education needs. This process is also used to inform us of whether a child has English as an Additional Language (EAL), unless this information has previously been shared. However, a child with EAL will not automatically be placed on the SEN register as EAL is not a special educational need.

We assess each pupil's skills and level of attainment when they start at the school. On starting Seaford Primary school, we use the Language Link screening tool to check your child's receptive language skills. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. Teachers and the Inclusion Manager will discuss the required provision and use an Intervention provision map to track progress. A further universal screen is carried out in Year 3, using Junior Language Link.

Please see our [Assessment Policy](#) for further information.

6. How does the school teach and support children with SEN?

Class teachers are responsible and accountable for the learning provision for all children with SEND and high quality, differentiated teaching is the best way to meet the needs of these children. Additional adults may support in class, with a group or on a 1:1 basis. In class, children may be provided with additional resources or equipment to support their learning (see below). In accordance with the SEND Code of Practice 6.19 any child who requires additional support does so through a collaborative approach.

Area of special educational need	Examples of resources or equipment that may be provided to support children's learning.
<i>Communication and Interaction</i>	Word mats, communicate in print 3, visuals, seating considerations made, individual visual timetables, Clicker 7, individual work stations, Language Link strategies, Now/next boards
<i>Cognition and Learning</i>	Buff backgrounds, wordmats, Clicker 7, ICT, writing frames, Numicon, appropriate texts (high interest/lower level), word mats, dyslexia friendly teaching strategies, visuals, task boards,
<i>Social, emotional and mental health</i>	Individual visual timetable, personalised reward systems, attachment friendly strategies, an alternative classroom curriculum, social narratives, 'Soft starts' to the school day, Forest School, Gardening, visuals, sensory space, Nurture (Roarsome Room)
<i>Physical and sensory</i>	Alternative pencils, easygrip rulers/scissors, pencil grips, writing slopes, chewlery, move'n'sit cushions, weighted lap pads, accessible keyboard/mouse for computers, finger spaces, ear defenders, Theraband, moving trays

Some children may require further additional support through an intervention, which will be outlined on a school intervention provision plan and are time limited.

Area of special educational need	Examples of interventions available
<i>Communication and Interaction</i>	Language Link (Infant and Junior), Speechlink, pre-teaching vocabulary, social skills group, listening skills group
<i>Cognition and Learning</i>	Precision teaching, Individual Sounds-Write intervention, Bullseye 1,2,3, Phonics Minute-a-day, STILE maths or reading, Word Shark, Number Shark, Maths/Phonics Minute-a-day, 1 st class@Number 2, booster groups, Phonological Awareness Training (P.A.T.), Teach your Monster to Read, Accelerated Reader, Roarsome Room (Nurture classroom)

<i>Social, emotional and mental health</i>	Lunchtime nurture group, social skills group, Nurture classroom (Roarsome Room), Flourish, Forest School, a school counsellor (through YMCA Dialogue), Youth Counselling Project, Me and My Mind (CBT intervention)
<i>Physical and sensory</i>	Sensory circuits, Jump Ahead, Fizzy programme, Pindora's box, BBC Dance Mat, Handwriting without Tears, physiotherapy programmes

The interventions are reviewed regularly and the impact of them evaluated. If they have proven to be effective, yet the child has further progress to make, they may continue for another specified period of time and reviewed again. Children with the most complex needs will have outcomes set and provision outlined on an Assess, Plan, Do, Review plan.

The quality of teaching and interventions is underpinned by quality training and monitored closely, through observations, analysis and through the school's appraisal process.

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'. See further examples in section 6.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our [Assessment policy](#) to do this. We will talk with children and parents as part of the SEN support cycle (Assess, Plan, Do, Review - SEND Code 6.12).

Parents receive termly curriculum newsletters from their child's year group. These can be found on our school's website.

8. How are parents and carers involved in reviewing children's progress and planning support?

At Seaford Primary school we are committed to working in partnership with parents and carers to ensure all children receive the best possible provision for their learning and wellbeing.

Formal parent consultation evenings are held twice a year, though teachers are happy to arrange appointments at other times to discuss concerns, if needed. All children receive an annual school report, towards the end of the school year. Children with Additional Needs plans will have three reviews per year. Children with Education, Health and Care plans will

have an annual review. Parents are invited to contribute their views, long and short term aspirations for their children. The focus of the review meetings is to evaluate the progress each child is making towards their planned outcomes. Current information is shared between home and school to ensure a collaborative approach is maintained to provide the best support for each child. New outcomes are agreed and recorded, with key steps highlighted and provision outlined.

Parents are encouraged to communicate with teachers through Class Dojo to share any information that needs to be shared between home and school. If a more formal meeting is needed, appointments can be made via the school office.

9. How are children involved in reviewing their progress and planning support?

At Seaford Primary we believe that it is crucial to include children in their learning, including evaluating the progress they have made and planning their next steps. All children engage in a variety of Assessment for Learning strategies to consider what they have achieved and what they need to work on to develop their learning further.

Some children will be consulted on their views in other ways, outlined below:-

	<i>Who's involved?</i>	<i>How often?</i>
Self-assessment	Pupil, class teacher	Daily, in almost every lesson
School suggestions box	Pupil, class teacher	Ongoing
Rainbow groups	Class, rainbow group teachers	Twice termly
Pupil Voice	Pupil, SENCo assistant, class teacher, teaching assistant	As required
Pupil Passports	Pupil, parents, class teachers	Once a year, for transition
SEN support reviews	Pupil, parents, class teacher, SENCo, any teaching assistants involved, any other agency involved	At least three times a year, through parents evenings and one other meeting.
Annual reviews (EHC plans only)	Pupil, parents, SENCO, class teacher, any teaching assistants involved, support services, local authority.	Once a year

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

Transition to another school or secondary school can be a difficult time for parents and children. We strive to make any transition as smooth as possible.

Foundation stage

Foundation staff provide a very supportive transition package for children joining Seaford Primary. It consists of them visiting children in their pre-school setting, inviting pre-schools

into school for key events, particularly in the summer term before they join, inviting the children in to school in small groups to become familiar with the new environment and they make home visits in the September of the year your child is starting school. The pre-school on site attends singing assemblies during the year prior to them starting school.

Moving up a year within school

Handover meetings take place in July to share information about your child - their strengths, difficulties and any particularly effective learning strategies. Provision plans and Assess, Plan, Do, Review sheets are updated at this time and shared with the new teacher. Children who are identified as vulnerable at transition are asked to complete, with the support of an adult, a pupil passport, which enables children to pass on important information about themselves, things they find difficult and what can be in place to help them. Teachers and parents are also asked to complete a pupil passport if transition will be difficult for that child.

Opportunities for children to visit their new classroom environments, teachers and teaching assistants are planned in during the summer term. Additional visits can be arranged for children who require extra familiarisation.

Moving to secondary school

Seaford Head is the main school for our Year 6 children to move on to and they send ex-pupils and staff in to meet with Year 6 to share information and answer questions. The Head of Year will meet the Year 6 teachers who will pass on key information. For children with SEND, the Inclusion Managers of both schools will also meet to discuss needs and suitable provision.

Seaford Head provides a transition programme that usually starts in Term 4. A member of staff visits weekly to work with a group of children who may be vulnerable during transition. Additional visits to the secondary school can be arranged, if needed, prior to the week-long visit that all children make.

For children with EHC plans, we will invite the secondary school Inclusion Manager to the year 6 annual review.

Moving schools

If we are aware of your child moving school, we will contact the Inclusion Manager of the receiving school to pass on important information, prior to them receiving the paperwork.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. Appropriate training is integrated into the school improvement plan, which is reviewed annually by the governing body.

Our SENCO is Sarah Boyle who gained the National Award in Special Educational Needs Co-ordination in June 2014.

All of our teachers have Qualified Teacher Status (QTS).

Our teachers and teaching assistants received Attachment training in May 2016. Training in awareness of Autism, Dyslexia and Speech, Language and Communication takes place on a rolling programme. CLASS delivered whole school Autism Awareness training in February 2017 and Dyslexia training took place in January 2019. Teaching assistants are regularly invited to participate in staff meetings and have regular TA meetings too.

In addition, some staff have undertaken some specialist training:-

- Accredited Dyslexia Course – Mrs Kate Steer
- Basic Makaton – Ms Deborah Slot, Miss Corinna Scott, Mrs Van Nguyen, Miss Amy Tucker, Mrs Jo Quinn, Mrs Fran Wild, Mrs Charlie Govett, Mrs Louise Hales, Miss Sarah Kinloch, Mrs Sarah Moloney, Mrs Mariana Cruikshanks
- Advanced Makaton - Mrs Kayleigh Spencer, Mrs Glynis Chorley,
- Jump Ahead – Mrs Glynis Chorley
- De-escalation and Physical Intervention – Mr Chris Davey, Miss Sarah Boyle, Miss Corinna Scott, Mrs Louise Hales, Miss Jade Jones, Mrs Charlie Govett,
- Mental Health First Aiders – Miss Sarah Boyle, Mrs Helen Crees, Mrs Tanya Roderick
- Emotional Regulation - Mrs Sue Brangan

We are committed to working closely with outside agencies, in particular CLASS (Communication, Language and Autism Support service) and Speech and Language to further our skills when working with children with SEND. Other services we work closely with are Physiotherapy, Occupational Therapy, English as Additional Language, the Virtual School who oversee the education for Children in Care or who are Adopted, Sensory Needs team, social care and a range of specialist health professionals linked to specific medical conditions, such as Diabetes, Cystic Fibrosis or Epilepsy.

We also have a wide range of training available to us:

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)

[Inclusion Development Programme- idponline.org.uk](http://idponline.org.uk)

[Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.

We invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

At Seaford Primary we recognise and accept our equalities duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that no one is disproportionately, negatively impacted as a result of our decision or policymaking. We positively foster good relations between different groups of pupils and the wider school community.

We will consider providing auxillary aids that are directly related to disabled children's educational needs as a reasonable adjustment. Our Equality scheme and Accessibility plan (both available on our school's website) shows our commitment to making the school accessible to all users, including those with SEND.

Seaford Primary school has an accessible toilet (with a ceiling hoist), a portable hoist, accessible parking spaces with a ramp from the car park to the school entrance, a ramp to the school field and a lift to access all three floors of the school.

Advice is sought from the necessary services if we require any guidance about making aspects of school more accessible. For example, we may liaise with the physiotherapy, occupational therapy, English as an additional language or children with sensory needs service.

We ensure that pupils with medical conditions receive appropriate care and support at school. In addition to having many staff trained in first aid, we also work closely with health professionals, such as The Paediatric Diabetes Nurse, The Cystic Fibrosis/Respiratory Nurse Specialist and the Community Nursing team.

Training for managing Anaphylaxis is regularly delivered by the Resuscitation Team at Eastbourne District general hospital.

Linked documents:-

Supporting children with Medical conditions, Accessibility plan, Equalities Scheme, Complex Health Needs policy, First Aid policy

14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

Staff will make a visit to all educational visit sites in order to make appropriate plans for inclusion and safety of all pupils. Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where

needed, the risk assessment would include a meeting with parents / carers as well as taking account of any medical advice. On some occasions, an additional member of staff may be assigned to support an individual within a small group if the risk assessment indicates that this is necessary.

15. What support is there for children's overall well-being and their emotional, mental and social development?

Our strong inclusive school ethos promotes a culture of developing well-being. Our curriculum is carefully planned to support children's emotional and mental wellbeing.

We have dedicated sessions to support children with their emotional wellbeing, in a 1:1 setting, through Flourish sessions. We have employed our own counsellor through YMCA Dialogue to work in the school one morning a week. We also benefit from the Youth Counselling Project, which is a specialist counselling service for pupils at schools in Seaford, funded by grants. Since September 2020 we have been part of the Mental Health Support Team and had an Education Mental Health Practitioner in one morning a week, offering low-level Cognitive Behaviour Therapy intervention. We have three Mental Health First-Aiders. Since September 2018, we have had a nurture classroom running five mornings a week.

We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do, review. We use a range of tools that assess a child's social, emotional and mental health development to identify developmental priorities and track progress. Such tools include: Boxall Profile Online, Social, Emotional and Mental Health Tracker and the Strengths and Difficulties questionnaire.

As with all children at Seaford Primary school, children with SEND are safeguarded, including protection from bullying and supported with relationships.

The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services, Children's Integrated Therapy service and the Educational Psychology service. See section 16 for the full list of outside agencies involved with the school.

See associated policies for more detail:-

[Behaviour and anti-bullying](#)

[Safeguarding](#)

[Supporting pupils with medical conditions](#)

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEN support (Assess, Plan, Do, Review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. Outside agencies we work

regularly with include:-

EPS - Educational Psychology Service
CLASS – Communication, Language and Autism Support Service
AAC – Assistive and Augmentative Communication service
EALs – English as an additional language service
Sensory Needs Service
School nursing service and specialist nurses
Physiotherapy service
Occupational therapy service
Speech and language service
East Sussex Young Carers
ESBAS- Education support, Behaviour and Attendance Service
CAMHS – Child and Adolescent Mental Health Service
YMCA Dialogue counselling service
Keyworker
Children’s services

Furthermore, we work closely with the other Seaford schools and the Eastbourne Education Improvement Partnership to share good practice, ideas and discussions through the termly cluster meetings.

If you require any further information about services that can support your child, please see the following pages:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

17. Where can I get information, advice and support?

The ‘local offer’ on the internet
www.eastsussex.gov.uk/localoffer



SEND information, advice and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk
www.eastsussex.gov.uk/sendadvice

18. What is the impact of COVID 19 on SEND provision at Seaford Primary School?

Since schools reopened fully in September 2020, we have had to make some changes to ensure our education environment is as safe as possible from the risk of coronavirus. For this reason, some of our interventions will also run a little differently. We will use our best endeavours to ensure all children with a special educational need have their needs met.

We follow the school's risk assessment to ensure any visitors are following the

recommendations and minimising risk.

19. What do I do if I am not happy or if I want to complain?

In the first instance, please raise any issues with your child's class teacher then a member of the senior leadership team:

Mr Chris Davey – Headteacher

Mrs Helen Crees – Deputy Headteacher

Mrs Corinna Scott – Assistant Headteacher

Miss Sarah Boyle – Inclusion Manager

If you still don't feel the matter has been dealt with satisfactorily, please refer to our [School complaints procedure](#).