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## Seathorne Primary School Special Educational Needs and Disability Information Report

### What are Special Educational Needs and Disabilities (SEND)?

The Special Educational Needs and Disability Code of Practice 2014 states;

'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'

'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 by mainstream schools, maintained nursery schools'

A disability is defined in terms of the 2010 Equality Act as:

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Further information can be found in the Special Educational Needs and Disability Code of Practice 0-25 years, 2014. It can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### What does this mean for us at Seathorne?

At Seathorne Primary School we aim to ensure that all pupils have the support and guidance to achieve their full potential. Some pupils require additional support to enable them to fully access the curriculum and make progress within their learning and development. For some pupils this may be for a short period of time.

We strive to be an inclusive school and have adopted a whole school approach to our SEND policy and practice. The aim of the school's SEND policy is to improve learning and raise achievements of pupils with Special Educational Needs and Disabilities through: -

-All pupils having access to a broad and balanced curriculum;

- Pupils' needs being identified and assessed;
- Provision for a pupil being personalised and matched to their needs;
- Working in partnership with parents/carers/families;
- Pupils' views and wishes being sought and fully considered;
- Pupils' needs, progress and outcomes of interventions being recorded carefully and accurately.
- School working in partnership with the Local Authority and all professionals to support our pupils and enable them to succeed.

At Seathorne Primary School, we try hard to include all pupils in the teaching and learning in classrooms. We strive to promote individual confidence and positive attitudes and enable every child to experience success. All pupils in our school learn through the National Curriculum.

We regard every child as having individual needs. Each child will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each child feels equally valued within our school community.

A pupil who has a special educational need and/or disability can fall into one or more of the categories: -

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

For more information about our SEND provision and to be kept up to date on changes, please visit the SEND section on the Seathorne Primary School website. This can be found using the following link:

[www.seathorne.lincs.sch.uk](http://www.seathorne.lincs.sch.uk)

**What should I do if I think my child may have Special Educational Needs?**  
**How will I raise concerns if I need to?**

**Talk to us**

Discuss your concerns with your **child's class teacher** who will be able to discuss how your child is getting on. Together you may decide on some strategies to provide additional support in the classroom or extra work at home, for example. The teacher will monitor your child's response to this.

**SENDCO**

If the class teacher thinks it is necessary they will pass on the information to the Special Educational Needs Coordinator (SENDCO) immediately or if after a period of time concerns are still present for yourself or the class teacher then the **SENDCO** will become involved to offer advice and coordinate support. The SENDCO at Seathorne is Mrs Jacqueline Reynolds.

### **What will happen next?**

It may be decided that your child is placed on the **Special Educational Needs and Disability list** within school when further support will be given. The support might be through extra intervention groups or through outside professionals giving advice or working with your child. Specific targets and support may be recorded in the form of a **SEND Support Plan (SSP)**. Regular reviews of progress will be held to closely monitor your child's progress. You will be invited to attend and your views and your child's views will be very much valued and recorded on the SSP.

### **How will school decide if my child needs additional support?**

In addition to talking to parents/carers we use a variety of ways to help us decide whether a pupil has a Special Educational Need: -

- Liaison with nurseries or previous school
- Discussions with pupils
- Formal assessments of learning e.g. tests
- Informal assessments like observations and/or concerns raised by teacher e.g. behaviour or self-esteem is affecting engagement and learning
- Monitoring of school data including rates of progress over time and the child's levels of attainment in different areas of the curriculum
- Liaison with external agencies e.g. Speech and Language Therapy Service (SALT), Specialist Teaching Team (STT)
- Health diagnosis by Consultant Paediatrician

### **How will school support my child?**

At Seathorne we follow the recommended Assess/Plan/Do/Review cycle when planning support for pupils' needs. This may be an on-going process over time.

#### **ASSESS**

The class teacher and SENDCO, if appropriate, will review the child's most recent assessments. Also, any other information from outside agencies will be considered.

#### **PLAN**

Using the assessments as a basis for planning next steps, a plan of action will be drawn up. This will be based on the four categories of difficulty. It may take the form of an **SEND Support Plan (SSP)** or similar. This will be discussed and shared with parents/carers.

## DO

A range of support strategies may be used to deliver the plan which can include: -

- in-class support
- small group support
- 1:1 support
- additional intervention activities with staff outside of the classroom
- observation/assessments from the SENDCO or outside agencies

## REVIEW

Pupils' progress and targets will be reviewed on a regular basis. The review will look at a pupil's progress over the time period of the plan, their attainment in learning and specifically at the outcome of the targets set. It will look at what provision and support has been effective. A decision will be made as to whether the pupils needs to remain on the SEND list and continue to receive support, whether more intensive support is required or whether the pupil can be removed from the SEND list.

The cycle begins again.....

### How will the curriculum in school be matched to my child's needs?

#### **Differentiated curriculum**

Class teachers plan learning activities within class to ensure they are pitched at an appropriate level so that all children can access them according to their specific needs.

The benefit of this type of differentiation is that all pupils' learning needs are supported in class.

#### **Small group support**

Class teachers plan for some pupils to learn in small groups (often with adult support) in order to progress with specific learning objectives.

#### **Intervention**

Additional intervention is planned for pupils for a variety of reasons. These might include to consolidate previous learning, to focus on specific basic skills, to pre-teach new concepts or to reinforce an area of learning a pupil has found tricky. Interventions are also implemented to support pupils social and emotional development.

**Individual support**

If felt appropriate your child may have some 1:1 support at various times with Class Teacher, Teaching Assistant, SENDCO or Specialist Teacher or another outside agency following parental consent.

**Use of practical, concrete apparatus**

Pupils will have access to apparatus and equipment to support their learning whenever appropriate and possible.

**Use of recommended resources in class**

Resources will be provided in line with pupils' **SEND Support Plan (SSP)** e.g. fiddle toys, coloured overlays, prompt lists, word mats, talking tins.

**Use of visual supports**

Visual timetables and schedules, emotions fans and visual timers are used to support individual pupils along with working walls and displays to support the development of independent learning skills for all pupils.

**Use of talking partners**

Talking partners are used across the school to support pupils to rehearse, generate and share their ideas.

**Use of carefully considered seating**

Class teachers support the needs of pupils with visual or hearing impairments, or those with Attention Deficit Hyperactivity Disorder, for example, by making adjustments to the classroom environment.

**Use of carefully considered groupings**

Class teachers support the needs of pupils by using a variety of groupings in different curriculum areas e.g. based on attainment, mixed ability groupings or self-chosen seating.

**Use of ICT**

Pupils are able to use a variety of ICT to support the recording of their learning

including iPads, laptops, apps and iPods to take photographs.

### **Extra curricular activities**

We offer a wide menu of clubs (e.g. sporting, art and craft, drama, cooking) that support pupils' social development, enjoyment, self-esteem, confidence and overall well-being.

### **What opportunities will there be for me to discuss my child's progress? How will I find out about their achievement and attainment?**

We believe that your child's education should be a partnership between parents and school. We aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We have an 'open door' policy where you are welcome to make an appointment to meet with staff supporting your child.

If your child is on the SEN list in school you will be invited to regular review meetings when your child's progress will be discussed.

We can put a home/school book in place so that comments from parents and teacher can be shared and responded to when needed and appropriate.

You will receive a written report on your child once each year.

You will be invited to Parents' Evenings twice a year.

If your child has complex SEND they may have an Education and Health Care Plan, which means that your child will be allocated a caseworker at county and a formal meeting involving appropriate school staff and outside agencies will take place annually to discuss your child's progress and a report will be written which will be returned to the caseworker for updating the EHCP.

### **How does the school know how well my child is doing?**

We assess and measure each child's progress in Reading, Writing and Maths each term using a variety of different methods including written tasks, National Curriculum assessments, on-going teacher assessments and Reading and Spelling tests.

This helps to identify children who are not making expected progress or who are not reaching Age Related Expectations (ARE). They are discussed at Pupil Progress meetings with the Class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning what further support can be given to aid their progression.

When the pupil's SSP is reviewed comments are made against each target to show what progress has been made. □

### **What support is available for my child's medical needs?**

The school has a medical policy regarding the administration and managing of medicines in school. Most medication is locked in a safe, fridge or in a secure medical cupboard and only designated staff have access to it. Emergency medication will be stored in agreed locations outlined on personalised Health Care Plans ensuring quick access in emergency situations.

All parents/carers must complete a medical form for their child providing consent for medication to be administered.

On a day-to-day basis designated, medically trained staff oversee the administration of any medicines and records are maintained of this.

Most staff have a first aid qualification to deal with minor incidents.

Staff have regular training and updates of conditions and medication affecting individual children so they are able to manage medical situations e.g. epilepsy awareness and Epipen training has been completed this academic year and will be updated regularly.

Health Care plans will be written where necessary for individual pupils to provide further details of a specific condition and how to support it.

### **What support is there for my child's emotional and social well-being?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team of staff looking after our pupils.

At Seathorne we take a proactive approach to promoting positive behaviours with a clear reward system that is understood and followed by all staff and pupils. Where sanctions are necessary it is to ensure clear boundaries and expectations are adhered to, poor choices are reflected upon with the aim of supporting better

choices being made in the future.

If a child has social, mental or emotional difficulties or communication and interaction needs, a Strategy Plan may be drawn up to help identify specific issues and put relevant support in place. The class teacher may liaise with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, SALT, Educational Psychology Service, Specialist Teaching Service and/or Behaviour Support Services. All staff who work closely with the child have input into the Strategy Plan along with the child themselves.

We are able to draw on the support of two full-time inclusion officers who work with individual pupils and our Family Welfare Officer. She works closely with families in many areas ranging from health to housing, liaising with external agencies to seek out appropriate support. In line with the Lincolnshire Ladder of Intervention, Pastoral Support Plans (PSPs) are also drawn up in consultation with parents to help support individual pupils at risk of exclusion. Advice from outside specialists may also be sought.

The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

### **Who will support my child in school?**

<b>Member of staff</b>	<b>Roles and responsibilities</b>
Class teacher	Your child's class teacher should be your first point of contact if you have any concerns or worries. They are responsible for teaching your child and monitoring their progress and attainment. They will also monitor your child's behaviour and general well-being to ensure they are as happy and as settled as possible in school.
Teaching Assistants Learning Mentors Inclusion Officers	There is a Teaching Assistant in each class for majority of each day (and often it is more than one for the entire day). They teach children every day and know them well. In addition, learning mentors and inclusion officers will work with pupils at designated times to support them with specific areas of need.



Special Educational Needs and Disability Coordinator (SENDCO)	The school SENDCO will monitor the progress of all pupils on the Special Needs list in school. They will work with class teachers to set appropriate targets for the pupils and review them. For some pupils they will plan specific interventions and monitor their impact. The SENDCO will refer to outside agencies if necessary.
Family Welfare Officer	The school's Family Welfare Officer works with children and families in a pastoral role offering support, advice and liaison both within the school and via home visits. She networks with other agencies and community projects, bringing the school and community together.
External agencies	We are able to refer to a range of specialist services who are able to offer further advice and support to staff in school regarding support for pupils. Some of these services are 'bought in' by school and some are universally accessible. They including: Specialist Teaching Team Educational Psychology Service Speech and Language Therapy Service Occupational Therapist Specialist Nurse Working Together Team Community Paediatricians School Nursing Team Sensory Support Teachers Physiotherapists Reintegration and BOSS team
Head teacher	The Head teacher has overall responsibility for all provision in school. As such she ensures all documentation relating to SEND is up to date and asks challenging questions to ensure pupils are supported most effectively.
Governing Body	The Head teacher reports on the provision in school for pupils with special educational needs and disabilities and its effectiveness, to the Governing Body on a regular basis.

**What training and experience do staff working with pupils with SEND have or are currently undertaking?**

The Leader with responsibility for SEND (Mrs Reynolds) is a qualified, experienced teacher holding the National SENCo Award and is also a Senior Leader in school.

All teaching staff at Seathorne have Qualified Teacher Status and have

undertaken various training and qualifications.

Three members of staff have had ELKLAN training (qualification in Speech and Language development).

The majority of staff are Team Teach trained to support children with behavioural difficulties.

The majority of staff are trained in delivering Letters and Sounds phonics and have had training in delivering other reading and spelling / phonics programmes.

Specific training on particular areas of SEND has been given to different members of staff. This includes Autism, Dyslexia and managing behaviour.

The training in relation to medical conditions as described previously.

**Who else might be involved in helping my child?**

Agency	Roles and responsibilities
Specialist Teaching Team	School buys in the specialist teacher's services, to assess a pupil's learning levels, provide advice and monitor progress. Their work is agreed at a termly planning meeting.
Autism Outreach Support Service (Working Together Team)	The outreach teacher will observe pupils and provide advice to staff on approaches and strategies to support them.
Educational Psychology Service	The Educational Psychologist will support and advise staff in school on a child's special educational needs and/or disabilities and how best to provide for them.
Behaviour Outreach Support Service (BOSS)	BOSS caseworkers are able to work with pupils who have challenging behaviours and offer advice to staff in mainstream schools and maybe at risk of exclusion
Speech and Language Therapy Service (SALT)	The Speech and Language Therapist is trained to conduct specialist assessments, provide advice and implement programmes with pupils with communication difficulties.
Physiotherapy Service	The physiotherapist helps schools to assess pupils' fine and gross motor control and coordination. They may provide advice or draw up programmes to be implemented by school staff to support pupils in their physical development.

Occupational Therapy Service	The occupational therapist is able to assess pupils' needs and give advice on specialist equipment, adaptations and programmes to support pupils to be able to access all activities in school and feel as fully included as possible.
Sensory Education and Support Team	The specialist teacher offers advice to teachers who support pupils with visual, hearing or sensory impairments.
Community Paediatrician	Paediatricians are doctors who specialise in working with children. They can diagnose and review medical conditions and refer on to other specialist service if necessary e.g. physiotherapy service.
Specialist Nursing Team	There are various nursing teams who are able to advise and support schools on the needs of pupils with specific medical conditions e.g. epilepsy, diabetes. There is also a Community Nursing Team who supports with general needs.
Child and Adolescent Mental Health Service (CAMHS)	CAMHS is a team of various specialists who can diagnose and offer support for a range of complex emotional and mental health issues e.g. eating disorders, depression, anxiety and trauma.
Grief and Loss Counselling Service	Professionals from this service can support pupils who are coping with a loss in their life. This may be the loss of a parent (through death or relationship break) or a sibling as well as the break up of a family home.
Early Support Care Coordination (ESCO)	ESCO provides support and coordination of other appropriate services for children with a disability and their families.
Healthy Minds	The Healthy Minds Team can offer support for a range of mild to moderate social, emotional and mental health needs. This support can be in the form of 1:1 or group sessions for up to a 6 week block.

**How will my child be included in the process and how will they be able to contribute their views?**

Your child's views will be sought at every appropriate opportunity. They will input into their targets and give their views on what they find helpful.



Your child will be informed of their progress when appropriate. They will be given feedback about next steps for improvement.

You will be included in review meetings and be able to feed in your child's views and ideas.

**How will my child be included in activities outside of the classroom if they have SEND or a medical need?**

All children at Seathorne will be included in all parts of the school curriculum and we aim for all children to be included on school trips or residential visits. All needs will be carefully considered (we may ask for parental input on this) and we will provide the necessary support to ensure they are met.

Thorough risk assessments are carried out prior to any off site activity to ensure everyone's health & safety is safeguarded. Specific needs will be taken into account when completing the risk assessment to ensure all areas are accessible for the pupil and additional support or adults are available where needed.

Parents have previously supported some school visits to offer further support for their child. This can be discussed with the class teacher and considered on a need by need individual basis.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that cover the same curriculum area will be provided in school. □

Staff members with first aid qualifications accompany on school trips to ensure medical needs are addressed.

**How accessible is the school for pupils with a disability or Special Educational Need?**

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is on one level with ramps at specified fire exits.

Advice regarding specialist equipment and adjustments to the school environment will be sought from external agencies e.g. Occupational Therapist, Physiotherapist.

**How will the school prepare and support my child to join the school or transfer to a new setting?**

We encourage all new children to visit the school prior to starting when they will be shown around the school, their new classroom and meet key staff where possible. For children with SEND we would plan for their transition on an individual basis. We may encourage further visits to assist with the familiarisation of the new surroundings and possibly also visit them in their current school.

We may write social stories with children if transition is potentially going to be a challenge for them and provide transition packs.

When children are preparing to leave us for a new school, typically to go to

secondary education, we may arrange additional visits.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **How can I be involved in supporting my child?**

Parents/carers know their child better than anyone so we need your support to best plan for your child's provision. There are many ways you can support your child, including: -

- Helping your child complete home learning when appropriate
- Reading to your child and helping them practice their reading to you very regularly (little and often)
- Trying to attend meetings and Parents' Evenings when offered
- Talking to us about any concerns or difficulties you may have
- Generally being interested in your child's education; talking to them about their learning and attending events/activities in school when possible e.g. Book Fairs, school assemblies, information workshops.

### **How can I access support for myself and my family?**

Lincolnshire County Council gathers support for families, from various agencies. Information can be found on the website:

-[www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

### **Who should I contact if I am considering whether my child may join the school?**

Contact the Administrative Team in the School Office to arrange a visit.

The Interim Head teacher (Mrs Wright), Acting Deputy Head teacher (Mr Wood) or SENDCo (Mrs Reynolds) would be very happy to discuss how the school could meet your child's needs. Contact: 01754 764689 or email: -

[enquiries@seathorne.lincs.sch.uk](mailto:enquiries@seathorne.lincs.sch.uk)

*We aim to communicate clearly and succinctly, avoiding the use of 'jargon'. However, you may find the abbreviations below, used commonly in documentation, relating to children with special educational needs and disabilities: -*

**Glossary:**

SEND-Special Educational Needs and Disabilities

SSP-SEND Support Plan

SENDSCO-Special Educational Needs and Disabilities Coordinator

EP-Educational Psychologist

SALT-Speech and Language Therapist

STT-Specialist Teaching Team

LA-Local Authority

ASD- Autistic Spectrum Disorder

ADHD-Attention Deficit and Hyperactivity Disorder

ESCO-Early Support Care Coordination

PSP-Pastoral Support Plan





