



## Seymour Primary School SEND Information Report 2023-2024

<b>Reviewed on:</b>	<b>25th July 2023</b>
<b>Next Review Due:</b>	<b>July 2024</b>
<b>Reviewed by:</b>	<b>Sam Butler</b>

This report has been written in line with the requirements of

- Children and Families Act DfE, 2014
- SEND Code of Practice 2014
- Special Educational needs and Disability Regulations 2014

### Definition of SEND (SEND Code of Practice 2014)

A child or young person has a special educational need if they have a difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age, or a young person, has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 - that is... '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'.

### Key Staff

The name of our SENDCo is: Sam Butler

She can be contacted by: email [samantha.butler@seymour-tkat.org](mailto:samantha.butler@seymour-tkat.org), 01293 533198,

Specialist support staff: ELSA Jo Prior

### 1. What types of special educational needs is provision made for in our school?

At Seymour Primary School we can make provision for frequently occurring special educational needs without an Education, Health and Care Plan (EHCP), e.g. Dyslexia, Dyspraxia, speech and language needs, Autism, sensory difficulties, visual and auditory difficulties, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as often and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following special educational needs: social communication difficulties and Autism; speech, language, communication and interaction difficulties; social, emotional and behaviour difficulties and physical and sensory difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2. How do we identify and assess pupils with SEND?**

At Seymour School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments at various points: phonics screening, multiplication tables screening, Accelerated Reader reading assessments.

Where progress is a concern, even if a special educational need has not been identified, we may use further assessments: Language Gold reading age, spelling age and reading speed, Sandwell Numeracy Test. We put in place extra support to enable the pupil to catch up. Examples of extra support are: speech and language support programme e.g narrative therapy, Language Gold reading and spelling programmes, Jump Ahead motor control programme.

A child's needs are identified, planned for and monitored using a cycle of 'Assess, Plan, Do, Review.' This is known as the 'Graduated Approach'. It ensures that a child's support is planned in response to careful assessment and can be adjusted to reflect a change in need or to promote further progress. It will also 'flag' if, despite everyone's best efforts, a child is not making sufficient progress and may need additional, more specialised support.



Class teachers, in discussion with the SENCO may monitor a child for a short period of time as 'on watch'. This does not always mean that they will require additional support over a longer period of time or will be placed on the SEND register. Sometimes a short period of support is all that is needed for the child to catch up.

Some pupils may continue to make less progress than expected, despite high-quality teaching and extra support. For these pupils, and in consultation with parents, we may use a range of assessment tools to determine the cause of the difficulty. At Seymour

Primary we are experienced in using the following assessment tools: Language Gold Dyslexia Screener, Sandwell Numeracy Test, Language Progression Tools. We have access to external advisors such as speech and language therapists, Learning and Behaviour Advisory Team, Autism and Social Communication Team advisors, Community Mental Health Team, Thought-Full well-being team, Sensory Support Team, Educational Psychologists who are able to use assessment tools and/or give advice on how to support the pupil's needs. The purpose of this more detailed assessment and advice is to understand what additional resources and different approaches are required to enable the pupil to make better progress. Parents and the pupil will be involved and a support plan may be put in place which will be reviewed and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different from what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources they will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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

Most children and young people with special educational needs or disabilities will have needs that can be met by effective use of the resources that are already available in their mainstream school setting. An education, health and care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. It is for children and young people aged up to 25 who need more support than is available through special educational needs support.

Parents can request an EHC needs assessment (EHCA) from the local authority and young people aged between 16 and 25 can apply themselves. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers and family friends.

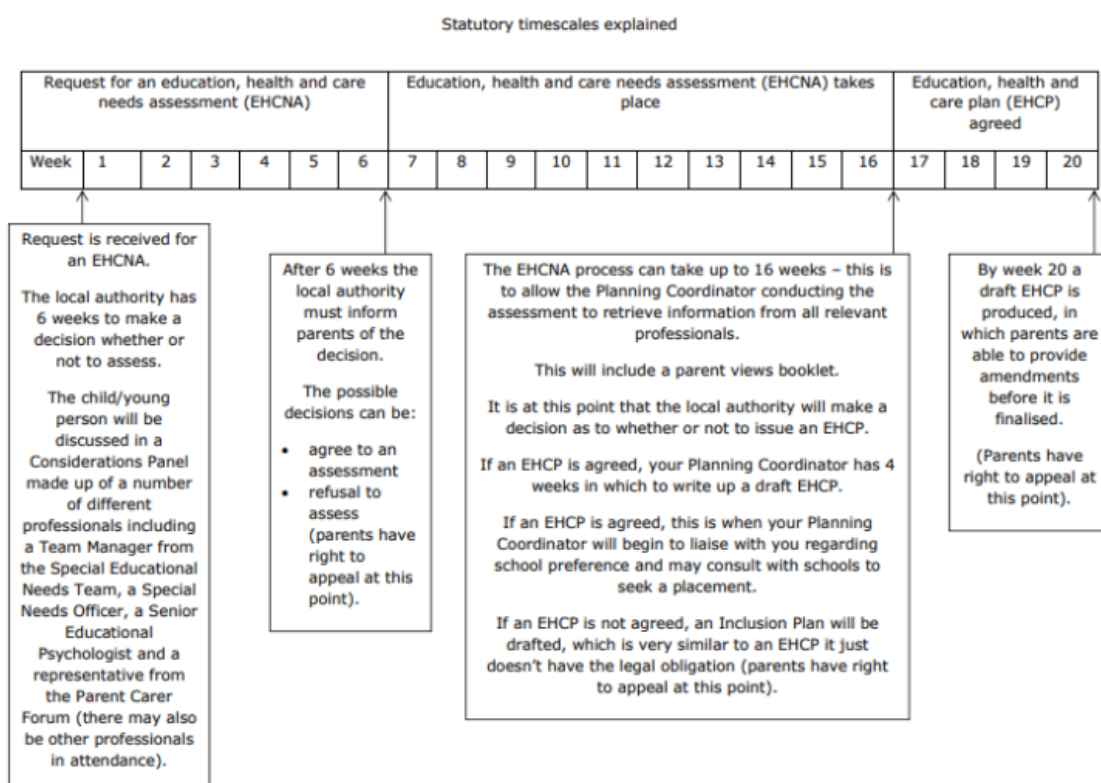
[https://westsussex.local-offer.org/information\\_pages/26-education-health-and-care-needs-assessment-information-and-links-to-apply](https://westsussex.local-offer.org/information_pages/26-education-health-and-care-needs-assessment-information-and-links-to-apply)

Ordinarily, if the parents and school feel that an EHCP is necessary, the school will take the lead in applying for this in partnership with the parents and external agency professionals.

It is important to recognise that the process of gathering evidence for an EHCP is long. This is due to the fact that the assessment team from the local authority requires detailed evidence that the graduated approach (assess, plan, do, review) has been consistently in

place for a period of time. Additionally, referrals to multiple external agencies need to be made and the agency professionals, after supporting the child for a period of time, report on the effectiveness or impact of this support.

Once an application has been submitted, the EHCNA process should take up to 20 weeks however currently it is taking significantly longer than this. Parents should be notified by week 16 as to whether an EHCP is going to be made for the child. The statutory timescales are explained below:



### 3. What are the school's arrangements for reviewing pupil's progress towards outcomes? How are pupils and their parents involved in this?

Pupils with SEND will have their support plan reviewed at least 3 times per year, which will be informed by the views of the pupil, parents and class/subject teachers. Assessment information from teachers and other feedback will be considered which will help to show whether progress is being made or not. This may include formal assessments using SAT-style tests taken across the school 3x per year, or specific assessments such as Language Gold spelling age, reading speed or Sandwell Numeracy assessment to assess numbers age.

All parents of pupils are invited to discuss the progress of their children on 3 occasions a year and receive a written report once per year. In addition we are happy to arrange

meetings outside these times. Please speak to the class teacher to arrange this. Additionally, each child identified as having SEND will have an individual Pupil Passport describing strategies to support their learning. Provision and targets will be reviewed following assessment. Children, and adults who work with them, will contribute to the process of setting and reviewing targets and provision.

Individual Intervention plans and Pupil Passports will be shared with parents/carers during parents' evenings and other scheduled meetings as appropriate and overall provision will be discussed and reviewed.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will also be an annual review of their progress and an evaluation of the effectiveness of their provision. Parents and pupils are able to give their views and attend these meetings. A report is completed with recommendations which is sent to the Local Authority for them to agree. More information on this process can be found on the following website: <https://www.ipsea.org.uk/the-annual-review-process> .

If parents have any concerns or wish to discuss anything relating to their child, we encourage them to speak to the class teacher requesting a meeting via the school office or year group email address and/or the SENDCo [samantha.butler@seymour-tkat.org](mailto:samantha.butler@seymour-tkat.org) .

#### **4. What is the school's approach to teaching pupils with SEND?**

We believe that high quality teaching, adapted for individual pupils, is the first step in supporting pupils who have or may have SEND. Additional intervention and support may be provided in the classroom, through group work or individually, depending on needs, but research shows that children learn best in the classroom. The amount of extra support needed for a pupil to make good progress will be different in each case and may vary over time. This will be discussed when the pupil's plan is reviewed.

We also have additional teaching approaches, which may be advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. these are delivered by Learning Support Assistants.

Teachers receive advice, support and training to improve their understanding of strategies which help pupils with SEND as well as understand the different types of needs. We will also consider adaptations to the curriculum and learning environments, referring to best practice, research and advice from other professionals.

**5. What do you have in place to improve social and emotional development, including pastoral support?**

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in PSHE and relationships education, and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. mentor time with a TKAT ACE mentor, the Emotional Literacy Support Assistant (ELSA) or a Learning Support Assistant; external referral to CAMHs or the Community Mental Health Liaison Team; referral to the Thought-Full Team; time-out space for the pupil to use when upset or agitated.

Pupils who are developing their emotional and social development, because of their special educational needs or other factors will be supported to enable them to develop appropriately. This may require additional and different resources, beyond that provided to all pupils through the curriculum.

**6. How do we ensure that teaching staff and other staff have the expertise needed to support pupils with special educational needs?**

Our staff have a wealth of knowledge and experience when it comes to teaching children with SEND. Many of our approaches to teaching and learning benefit all children, including those with SEND. For example, the 'Talk for Reading' and 'Talk for Writing' frameworks have been shown to boost progress regardless of need. Some staff members have been trained in specific aspects of SEND and have expertise in delivering a range of linked interventions. The SENDCo holds the The National Award for SEN Coordination (NASENCO) which is a statutory requirement for all SENCOs. The Inclusion Team keep abreast of the latest approaches to SEND teaching and learning and are proactive in completing training which will benefit the children for whom they are responsible.

A programme of continuing professional development is planned to develop staff expertise in adaptive teaching and how to support pupils with special educational needs.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Shenstone (TKAT special school), Manor Green, Educational Psychologist, Speech and language therapists including the MABLE Academy training, occupational therapists, physiotherapist, specialist teachers in LBAT and ASCT.

The table below shows some of the key interventions and resources that are used linked to the four areas of need. This is not an exhaustive list and some of the interventions are beneficial for more than one area of need:

Cognition & learning	Communication & interaction	Sensory / physical	Social, emotional and mental health
Literacy Gold	MABLE speech therapy	Sensory circuits	The Zones of Regulation
Precision teaching	Bucket Club	Sensory breaks	Emotional literacy support assistant (ELSA)
Pre teaching	Lego-based therapy	Sensory, learning Recovery cycle	The Incredible 5 Point Scale
1:1 phonics	Narrative therapy	Sensory resources (wobble cushions, weighted blankets, ear defenders)	Emotionally Based School Avoidance (EBSA) cards
1:1 reading	Mr Goodguess (inference)	Jump ahead	Social stories
Shine reading comprehension intervention		Fine / gross motor intervention	Bereavement support
Shine maths intervention			Meet and greet

Where external advisors recommend the use of specialist equipment or facilities which are additional to those regularly available in a school, this will be obtained through consultation with the advisors of where to purchase it, or by loan.

## 7. How do we support transition between year groups / phases? How do we prepare pupils for adulthood?

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Before a child starts in Reception, teachers consult with the child's pre-school setting for information about the child and may visit the child in the setting or at home and will invite parents and the child to attend the school for a stay and play session. Similarly, when pupils transition to secondary school, the receiving school will meet with Seymour teachers to gain knowledge and information about the child. The child's SEN records will be shared with the receiving school



giving them access to assessments, professional reports, Individual Learning Plans and Pupil Passports.

### **8. What adaptations are made to the curriculum and the learning environment to make it more accessible to pupils with SEND?**

We adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan which can be found on the school website. We also incorporate the advice provided as a result of assessments, both internal and external and planning and review meetings with the advisory teams, and the strategies described in Education, Health and Care plans. Curriculum adaptations includes use of IT and IT accessibility tools, modified outcomes, enhanced adult: pupil ratio to support access to the curriculum. Environmental adaptations and accessibility features include a sensory trail and climbing wall, ramps, disabled toilet, use of wobble cushions, ear defenders, coloured overlays, fidget toys..

We endeavour to ensure that all clubs, trips and activities offered to pupils, are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Wherever possible the school will use its best endeavours to provide additional support to enable the safe participation of all pupils. In some circumstances a risk assessment may need to be completed to ensure the safety of all involved.

### **9. How can parents, children and young people make a complaint about our provision?**

We encourage parents to discuss their concerns with the class teacher initially, followed by the SENCO or Headteacher to resolve the issue before making a formal complaint to the Chair of the governing body.

Our Complaints Policy can be found here [Seymour Complaints Policy 2023-2024](#)

There are some circumstances, usually for children who have an Education, Health & Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **10. How can parents, children and young people get more information about our school?**

- Contact the school office to arrange a visit to the school.
- Email [office@seymour-tkat.org](mailto:office@seymour-tkat.org)
- Telephone 01293 533198



- Look at the website [Seymour Primary School](#)
- Ofsted report [Seymour Primary School](#)

### **11. How does the school work with other agencies and organisations to meet pupils' needs and support their families?**

We work with a number of agencies and organisations to support our pupils and their families. Below is a list detailing some of the agencies we work closely with:

Autism & social communication team (ASCT)	School nurse	Educational welfare officer (EWO)
Learning and behaviour advisory team (LBAT)	Sensory support team	Change, Grow, Live (Play Therapy)
Alternative provision college (APC) inclusion team	Integrated Front Door (Early Help and Children's services)	Intensive Planning Team
Community Mental Health liaison (CMHL) service	Educational psychology service	Pupil Entitlement (Fair Access)
Child and adolescent mental health service (CAMHS)	Speech and language therapy (SALT)	Occupational Therapy
SEND under 5s	West Sussex SEND Assessment Team (SENAT)	Child development centre (CDC)

### **12. What are our arrangements for supporting children who are Looked After by the Local Authority and have SEND?**

Our Designated Teacher for Looked After Children is Sam Butler, Assistant Head Teacher/SENCo. Email: [Samantha.butler@seymour-tkat.org](mailto:Samantha.butler@seymour-tkat.org).

Regular liaison takes place between the designated teacher / SENDCo / Class teachers to ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.

Staff attend and contribute to LAC reviews, PEP meetings and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.

Staff liaise with the West Sussex Virtual School that has responsibility for individual pupils, as appropriate.

### **13. How do you capture pupil voice especially for pupils with SEND?**

Pupils will be asked for their views when their individual plans are reviewed. If a pupil has an Education, Health and Care Plan their views will be gathered prior to the Annual Review and whenever possible and appropriate, they will also be able to attend the review meeting. We use quizzes and pupil conferencing to capture pupil voice about what they have learnt in curriculum areas and how best they learn. Pupils with SEND are included in pupil leadership committees such as, school council, Room13 art studio and school ECO team.

### **14. Information on where the Local Authority's Local Offer is published and other support.**

The Local Authority's local offer can be found here [West Sussex Local Offer](#) .

#### **Useful links:**

**West Sussex SENDIAS (SEND Information, Advice & Support)** [West Sussex SENDIAS Service](#) West Sussex SENDIAS, provides impartial information, advice and support to children and young people who have SEND (special educational needs and/ or disabilities) for those aged 0-25 and their parent carers.

**IPSEA** Independent Provider of Special Education Advice. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). <https://www.ipsea.org.uk/>