



SEEND
CHURCH *of*
ENGLAND
PRIMARY SCHOOL

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SEND Information Report

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Overview

Seend is a fully inclusive school. We make every effort to ensure that all children with a Special Educational Need or Disability are fully included in every aspect of the school's curriculum and every day social life. Where this is not possible, reasonable adjustments are made to ensure all pupils are offered a full, varied and inclusive curriculum.

This document reflects the guidance from the SEND Code of Practice (Jan 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014. It should be noted that the [SEND policy](#), the [Accessibility Plan](#) and the [Local Offer](#), offer a wealth of information for parents/carers and students and these can be found on the school / academy website. This document contains some of the key information.

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.



- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The kinds of special educational needs (SEND) for which provision is made at Seend School:

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy.
If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.



Areas of SEND

Seend School operate under the SEND Code of Practice 2014. Within this practice, pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning;

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:



- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with speech, language and communication needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI - including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (DfE) 2014 and identified in the School Medicine Administration Policy.

How accessible is the school environment?

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment and the curriculum, this information is available via the school website.

Identifying Children and Young People with SEND

The staff of Seend School, regularly check children's work and understanding. Termly 'Pupil Progress Meetings' are used to track attainment / progress of all pupils. Should there be a concern about a child's progress, then initially the Class Teacher would make contact with the child's parent(s) and the SENCo. All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
-



- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident, and this may be recorded on the Wiltshire Graduated Response to SEND Support (GRSS) document:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;



- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Once a concern has been raised, the GRSS document may be used to identify strategies and appropriate action necessary to meet the needs of the pupils, these will then be recorded using a Provision map.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is not excluded from any school provided activity.

Consultation with Parents/Carers and Young People with SEND

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Seend School, we aim to communicate fully with you as parents/carers about any concerns we have, and in turn listen to any concerns you may have. We endeavour to engage the most appropriate people and the resources we can find to address the needs of your child at the earliest possible stage.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home. Seend School also signpost



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parents/carers to appropriate services and parental support, information on these services can be found at the school office.

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Assessing and Reviewing a Child's Progress

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach - **assess, plan, do, review**.

Teachers and Teaching Assistants are trained to personalise the class planning to meet a variety of different needs, and your child's learning will be directed towards meeting any identified needs through their 'Education and Health Care Plan.' If it is appropriate, then an individual curriculum will be created for your child.

Transition through Education

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.



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At Seend School, we have fantastic contacts with our neighbouring Preschools, Secondary Schools and Special Schools as well as regular liaison with SENDCos from neighbouring settings. We are able to run bespoke enhanced transition programmes for individual pupils.

Teaching

Our school has a SENCo, Emma Groom, with over 12 years of teaching experience, with 9 of those teaching in a Specialist Setting.

We have qualified Teachers and Teaching Assistants as well as an Emotional Literacy Support Assistant (ELSA), who all have varied levels of training. All staff continue to engage in regular training sessions.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy, diabetes) or to train staff in the use of specific interventions.

Regular Pupil Progress Meetings and reviews with the Class Teacher and SENCo evaluate the effectiveness of the provision made for children and young people with SEND.

How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:



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- A proportion of the funds allocated per pupil to the school to provide for their education
- The National SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- Key Skills work
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
- Access to targeted before/after school clubs
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)



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In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or a member of the Senior Leadership Team.

Social and Emotional Support for children and young people with SEND

Seend School [Accessibility Plan](#) gives details of support for young people and children with SEND to enable them to engage in activities within the school. At Seend School, we acknowledge that despite reaching school age some pupils may not be ready to meet the social and intellectual demands of the curriculum. To enable these children to fully meet their potential in mainstream school Seend School, is able to offer the expertise of ELSA trained staff. Pupils who are assessed within school as requiring such intervention, will access targeted support either on a 1:1 or small group basis in a sociable, safe and emotionally warm environment. The key areas covered within such an intervention are:

- self-control and management of behaviour;
- self-awareness and confidence;
- social skills;
- skills for learning.



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Involvement with outside agencies

Seend School has access to the following specialist services.

- Educational Psychologists
- Speech and Language therapists
- Wiltshire's physical impairment service
- Learning Support services
- CAMHS (Children's Mental Health Support Team)

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- Gill Brindley at The Manor (senco@themanor.wilts.sch.uk) - SENCo
- The Headteacher,

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

Date: October 2021

To be updated on a yearly basis.