



Proud of who we are

At Seaton Primary we provide an inclusive, child-centred experience. Our ambitious and inspiring curriculum enables all pupils to succeed; children fulfil their potential and thrive in their next step. We draw on the richness of our local environment and community to nurture the whole child and create a sense of belonging. We are proud of who we are and what we achieve together.

SEND Information Report July 2025

Seaton Primary

Last reviewed on: July 2025

Next review due by: July 2026

Contents

| | |
|--|----|
| 1. School context..... | 2 |
| 2. Aims..... | 2 |
| 3. Legislation and guidance | 3 |
| 4. Definitions | 3 |
| 5. Roles and responsibilities | 3 |
| 6. SEND information | 5 |
| 7. Monitoring arrangements | 15 |
| 8. Links with other policies and documents | 15 |

1. School context

Seaton Primary School is a mainstream community primary school, part of Devon County Council local authority, and has children from age 4 to 11.

At Seaton Primary School the achievement and wellbeing of every child matters. All children should have access to an education that enables them to experience success at the highest possible standard and make progress so that they achieve their potential and become confident individuals, with successful transition into adulthood. Inclusion is viewed as the responsibility of every member of our school community. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

High quality ordinarily available inclusive provision is that which is differentiated to meet the needs of the majority pupils. Some pupils will need something **additional to** and **different from** what is provided as part of our universal provision; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Seaton Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff are able to identify those pupils who have special educational needs or disabilities and make all reasonable adjustments necessary to allow pupils with SEND to join in the activities of the school.

2. Aims

Our Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Commented [EH1]: Should we add ore specific context details here? FSM, EAL etc?
Context of the town?

3. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age;
- 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.

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.

5. Roles and responsibilities

5.1 The SENDCO

The current SENDCo is Mr Ed Hunt

The SENDCO will:

- work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

5.2 The SEND governor

Our SEND Governor is _____.

_____ will:

- help to raise awareness of SEN issues at governing board meetings;

- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board;
- work with the Head Teacher, Deputy Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

5.3 The Head Teacher / Deputy Head Teacher

The Head Teacher / Deputy Head Teacher will:

- work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have overall responsibility for the provision and progress of learners with SEND.

5.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- undertaking Plan, Do, Review in line with school policy (with support from the SENDCo);
- termly meeting with parents and carers of the children in their class with SEND and reviewing their progress;
- ensuring they follow the school's SEND policy.

6. SEND Information

6.1 The kinds of SEND that are provided for at Seaton Primary School

Our school currently provides additional and/or different provision for a range of needs. All children with SEND will be registered as having one of the following primary areas of need:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties such as DLD (developmental language disorder)
- **Cognition and learning**, for example, specific learning difficulties such as dyslexia, dyspraxia and moderate learning disabilities.
- **Social, emotional and mental health**, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy as well as physical disabilities and impairments
- The largest area of need across our school in 2022-2023 was in the area of Communication and Interaction, including autistic spectrum condition.

Our current percentages for primary needs are:

Communication and Interaction: 35.4%

Cognition and Learning: 26.9%

Social, Emotional and Mental Health: 20%

Physical and Sensory Needs: 7.7%

The majority of children on the register also have a secondary area of need.

The school currently has 3.6% of children on an Education, Health and Care Plan

6.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. While the SENDCo will use school data to identify children not making expected progress, identification of children with SEND will not be limited to the use of data and the professional knowledge of teachers and other adults, including parents, will also be used.

Concerns can be raised by teachers or parents/carers, in these circumstances a 'cause for concern' will be raised and discussion between the class teacher, SENDCo and the family will establish the next steps.

We use the **Devon Needs Indicator Tool (NIT)**. When a new child is identified as having possible SEND the NIT tool will be used. This involves identifying the child's needs, making a plan to address these needs and then monitoring the child's progress over a short period, with a view to moving to targeted or specialist provision if universal provision is not meeting the child's needs.

In some cases, we may seek advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and consent from the pupil's parents/carers.

Class teachers, in consultation with the SENDCo and curriculum leads, will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the views of parents and carers;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

A decision to identify a child as having a special educational needs or disability will be made in consultation with parents and carers. During the review process we will seek the views of the pupil and parents/carers. If appropriate we will invite pupils to meetings, however we base this on the individual and whether they would like to attend these meetings.

We draw upon parents' expertise, as the person who knows their child best and utilise this information to ensure provision is good and their child is well supported.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

All new SEND children will be assessed using the Devon Graduated Response and then follow the plan, do, review cycle.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;

- their previous progress and attainment and behavior;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents or carers;
- the pupil's own views;
- advice from external support services, if relevant.

The assessment will be reviewed regularly. Each pupil with SEND support has an Individual Education Plan which is reviewed termly, with pupil and parental input.

All teachers and support staff who work with the pupil, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The SENDCo will be part of Pupil Progress Meetings, along with the Deputy Head and class teachers. During this meeting each child in the class is discussed individually. Discussions are based around the child's strengths, areas for development/ concerns and the provision in place for that child.

6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition is a part of life for all pupils and planning for transition is a part of our provision for all pupils.

Pre-school settings > School:

Early years teachers visit settings and maintain professional dialogue throughout the year if children are coming to us with very complex needs. Children who require it will have enhanced transition documentation. Some children will have additional visits and TAF meetings with all parties, including outside agencies, when relevant. Plans will be made in the year before transition. The SENDCo visits the Pre-schools early in the Spring term to gather information on children coming into the school in the Reception year.

In school transitions:

All schools will have a half or whole "moving up" day into their new class. Any necessary physical or resourcing arrangements will be sorted out in advance. Teachers meet to share information in the summer term and attend any relevant meetings held for children. We also hold a transition meeting for parents with the current and future class teacher for pupils with SEND.

Moving to Seaton Primary outside of Reception

Upon application, children the parents of children with additional needs will be contacted by the SENDCo. The SENDCo will also contact the previous school to have discussions about the needs of the child and any current specialist provision. If outside agencies are currently involved, input from these agencies will be sort as soon as possible. When a child has an EHC plan, the SENDCo will also work with the Devon 0-25 (SEND) Team to ensure a smooth transition.

Primary > Secondary

Transition to Secondary school is very unique and individual to each child and each setting, and we plan this around the child's needs. The SENDCo and class teacher will carry out a transition meeting with secondary schools and ensure that information regarding pupils with SEND is transferred in a confidential manner. If outside agencies are involved then collaborative discussions shall be arranged before transition between all parties.

When a child has an EHC plan the SENDCo will work with the Devon 0-25 Team and secondary providers to ensure a smooth transition.

6.6 Our approach to teaching pupils with SEND

Seaton Primary School places a high value on Quality First Teaching (QFT), recognising that all teachers are teachers of SEND. Our provision is built on high expectations of both of staff and pupils; all staff have high expectations of pupils regardless of their SEND with precisely-targeted adaptations and in place according to pupil need.

The vast majority of pupils with SEND spend most of the time supported by the teacher in the classroom. There are other forms of SEND support and these may be delivered within the classroom or in another space on the school site.

This support is referred to as 'Targeted Support' and include:

| | |
|---|--|
| <ul style="list-style-type: none"> • Small group teaching • RWI 1:1 tuition • Precision teaching • ICT reading support (dolphin reader/ immersive reader) • Sound buttons • Alternative methods of recording such as typing and sound buttons • Coloured paper / overlays • Pre-teaching / additional tutoring • Use of computer based support programmes such as 'Nessy' • Use of social stories • Mentoring • 1:1 'check ins' • Relational support plans • Lego therapy | <ul style="list-style-type: none"> • Dog therapy • Speech link programmes (SALT) / Language interventions • Sensory aids (wobble cushions / wobble boards) • Access to safe space when required • Zones of regulation / 5 point scale • Fun fit / high fives • Sensory breaks • Board mirroring (ICT visual support) • Pastoral support • Alternative seating arrangements • Early school entry / delayed school entry • Morning meet and greet / end of day 'check outs' • Task planners / personal timetables |
|---|--|

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- We adapt the environment for visually impaired pupils and pupils with physical difficulties.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Use of specialist seating and or movement aids to support children with physical disabilities

Please see our Accessibility Plan.

6.8 Additional support for learning

We currently have full time equivalent of 14 Teaching Assistants. Teaching assistants support children in a number of ways including teaching small groups of children overseen by a qualified teacher. Individual Teaching Assistants will work with a number of teachers across a phase, supporting a range of children both in and outside the classroom. Teaching Assistant may be designated toto a pupil if they have an EHCP which identifies this as a requirement, however this Teaching Assistant may work with other children and other Teaching Assistants may work with the pupil with the EHCP or complex needs.

Commented [EH2]: What is the current full time equivalent? Should we use current of planned for next year. Can we use non specific wording as number changes regularly?

We have a pastoral team who provide support for social and emotional need, the team consists of the SENDCo and the Pastoral Care Manager, supported by teaching assistants. The team have undergone a range of training including emotional literacy, relational support, understanding trauma including adverse childhood experiences, THRIVE, attachment and recognizing anxiety and child mental health.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service
- Communication and Interaction Team
- Social, Emotional and Mental Health Advisory Team
- Advisory Teachers (Visual Impairment, Disabilities, ICT advisor)
- Speech and Language Therapists
- School Nurse Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHs)
- Devon Early Help

6.9 Expertise and training of staff

Our current SENDCo has been in post at Seaton Primary for 4 years following a period as acting SENDCo. The SENDCo has 14 years' experience at Seaton in a range of teaching roles.

The SENDCo was awarded the National Award for Special Educational Needs Coordinator November 2023 2023.

The SENDCo is allocated 4 days per week to manage SEND provision along with their safeguarding duties.

Our team of Teaching assistants have a range of skills and have undergone training in the following areas:

- High fives and fun fit
- Dyslexia
- Attachment
- Autism
- Physical disabilities
- Precision instruction
- Phonics – within the Read, Write, Ink programme
- Colourful semantics
- Speech and language needs

6.10 Securing equipment and facilities

The school is compliant with the Equality Act 2010 and Accessibility legislation. The school works hard to develop its accessibility and the school has an accessibility plan detailing how this is being developed. We work with Occupational Therapists to ensure that pupils are equipped to participate in school life to the extent of their peers where possible.

The school started substantial building work in June 2023, with expected completion by September 2023. This includes the renovation of four classrooms with upgrades to the accessibility of these rooms. The vast majority of the classroom are accessible.

Commented [EH3]: Advice from the resource committee on the plans moving forwards regards to resource procurement required.

We have a Nurture Room, and in March 2019 we secured a £2000 grant from the Tesco Bags of Help Scheme to purchase sensory resources. We were also awarded £200 from the Waitrose Community Matters Scheme. We have used this money to purchase sensory resources for the Nurture Room. These resources were delivered and installed in September 2020.

The PTA has also funded £600 worth of dyslexia friendly books which are being read and enjoyed by children across the school.

The PTA has also provided the funding for us to purchase specialist keyboards for children who have difficulties with their fine motor control.

The school have acquired 12 iPads and software to be used by SEND children whose needs require access to specialist ICT.

6.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term. Pupils with SEND have targets which are recorded on an Individual Education Plan (IEP). IEPs are reviewed at Parents' Evening meetings, three times per year. The parents of pupils with SEND who have an IEP are contacted by teachers at the end of each plan, do cycle to review the outcomes on the IEP and set new outcomes for the next cycle;
- reviewing the impact of interventions on a termly basis through pupil progress meetings with class teacher and Deputy head teacher
- using pupil questionnaires;
- holding annual reviews for pupils with EHC plans and termly TAF meetings for some pupils and their families;
- monitoring by the SENDCo using school wide data for both attainment and progress. The 2023 cohort children with SEND making an average +0.6 progress in Reading, +0.7 progress in writing and +0.6 progress in maths.

6.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. All reasonable adjustments will be made to ensure that trip are accessible to all.

All pupils are encouraged to go on our residential trips to Escot and PGL and reasonable adjustments will be made to make the trips accessible.

All pupils are encouraged to take part in sports day/school plays/swimming, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school site has a main building which provides wheel chair access and the huts have access via ramps. The school is accessible for children who use specialist equipment and we have adapted the environment to ensure it is accessible when needed and following the advice of Occupational Therapists.

And area of the school's forest school area is fully wheelchair accessible.

The school is compliant with the Equality Act 2010 and Accessibility legislation. We work hard to develop accessibility and we have an accessibility plan detailing how this is being developed.

The school monitor the number of children on the SEND register who are in school leadership roles such as school council, eco council, prefects and head/deputy head pupils. In the last year children registered as SEND took up 24% of these roles.

6.13 Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- All staff at school are aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and we have clear processes to support these needs. Appropriate provision is in place, such as additional pastoral support for those pupils identified with

social, emotional and mental health difficulties through our pastoral system. Where appropriate, we seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development. We have an anti-bullying policy and a zero-tolerance approach to bullying.

- We provide nurturing interventions run by our Pastoral Care manager. This follows the principles of listening to children, showing empathy, making children feel important and being playful.
- Playground support is provided during lunchtimes and break times for children who struggle with social situations or unstructured social time. We also have a lunchtime intervention programme in place for children who need extra support during lunchtimes.
- A number of Teachers and Teaching assistants are trained Attachment Based Mentors. They may work with specific children to support attachment needs.
- Relational support plans and/or pupil passports are developed for children needing extra support in school.
- Parents can access specific outside support from Devon Early Help under the guidance of the SENDCo.
- Forest school sessions are available to support children's wellbeing and social interaction.

6.14 Working with other agencies

We work closely with other bodies, including Babcock Advisory Teachers, the Educational Psychology service and the Health service, including Occupational Therapists, Speech and Language Therapists, Physiotherapists and the School Nurse. If a child has been referred to an outside body we take on their recommendations and regularly check in with those agencies to review their recommendations.

The school has also worked closely with other schools to support families where siblings attend different schools.

We use the Devon system 'Right For Children' to provide a holistic, early help approach to supporting families. This is a system which is used to provide an assessment of a family's needs and then put a plan in place to support the family and review this support. This is used for families who feel they require additional support to, for example, access and implement the advice of outside agencies, or to support the functioning of their family. This system is only used with the family's consent. Members of the SEND team will attend Early Help triage sessions to help families access the correct support.

In September 2023 the school will start working directly with the 'Mental Health 4 Schools' project to support children in the setting.

6.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. We will always try to achieve and informal resolution. If this is not possible, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of pupils with SEND

Mr Hunt can be contacted at any time via email (e.hunt@seatonprimary.org.uk) or in school throughout the week, to provide details of support services available to parents of pupils with SEN.

Devon Information and Advice Service for SEND is good source of support for parents. Mr Hunt can provide further information. <https://www.devonias.org.uk/>

6.17 Contact details for raising concerns

Concerns can be shared with:

The class teacher via admin@seatonprimary.org.uk

SENDCo – Ed Hunt e.hunt@seatonprimary.org.uk

Deputy Head Teacher via admin@seatonprimary.org.uk

Head Teacher – Jenna McCaffery via admin@seatonprimary.org.uk

7. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- SEND Policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

These policies can be found on our school website, along with a link to the **Local Offer** from Devon.