



**Seaton St Paul's C of E Junior School**

# **SEND INFORMATION REPORT**

**2025/26**

<b>Approved by your name</b>	
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<b>Signed:</b>	
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## SEATON ST. PAUL'S C OF E JUNIOR SCHOOL

### SEND INFORMATION REPORT

Produced in accordance with:

Section 69 of the 'Children and Families Act 2014'

Regulation 51 and Schedule 1 of the 'Special Education Needs and Disabilities Regulations 2014'

Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

Pre-key stage 2: Pupils working below the national curriculum assessment standard: 2020

The engagement model: July 2020

#### **1. What kind of special educational needs provision is accessible for children at Seaton St. Paul's C of E Junior School?**

Seaton St. Paul's C of E Junior School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

#### **2. How do we identify children who may have an SEND need?**

The SENCO will work with all the staff to ensure children who may need '*additional to*', or '*different from*' support to that normally found in the classroom, **are identified as early as possible**. That children's progress is regularly monitored and reviewed. That children who are not making adequate progress are identified as having SEND.

#### Procedures For Identifying SEND

The use of our baseline tests on entry into year 3 will be used as a strong early indicator of pupils with special educational needs. SENCO transfer information and KS1 results are also used to help identify children with SEND at the earliest stage.

#### Key Stage 2 Triggers for Concern

When a child

- Makes little or no progress even when teaching approaches are targeted in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curricular areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the school's behaviour policy, including social skills group provision.
- Has sensory or physical problems and continues to make little or no progress despite provision or specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

#### **3. What provision is made for children with SEND; with and without an EHC Plan - in respect of:**

##### **a) How is the intervention/support monitored as to its effectiveness?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making towards their SEN Support targets using a weekly monitoring sheet. Targets and interventions are amended when required to ensure all children make good progress.

**b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

A child's progress is tracked using the SEN Support monitoring form and data on Scholar Pack. Those children identified as benefitting from intervention/support are monitored against the progress they are making towards their targets at a termly pupil progress meeting. Interventions will continue or will be adapted where necessary to ensure all children make good progress from their starting points. Where necessary, pre key stage standards will be used for pupils working below the national curriculum assessment standard and the engagement model will be used for any children not completing subject specific study.

**c) What is the schools approach to teaching children with SEND?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, adaptive teaching, small group work or through 1:1 teaching.

**d) How does the school adapt the curriculum and learning environment for children with SEND?**

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

**e) What additional support is available for children with SEND?**

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff. Interventions available include:

- Daily reading / questioning
- Nessy Spelling Intervention
- Precision Teaching
- Touch Typing
- SMART Moves
- Toe by Toe
- Power of 2
- The Five Minute Box – English
- The Five Minute Box – Maths
- Meet and Greet sessions
- Key workers – time to talk
- Time to talk lunch time drop in sessions
- Maths Intervention groups for each class – pre teaching / revisiting
- English Intervention groups for each class – pre teaching / revisiting
- Social Skills group (Y3/4)
- Social Skills group (Y5/6)
- Reciprocal Reading
- ELSA
- Speed Up - Handwriting
- Lego therapy
- Decider Skills

**f) What support is available for ensuring the emotional and social development of pupils with SEND?**

The school has a Social Skills group. This group is run by a STA and will focus on the development of social and emotional skills. Each child in the group will have targets that they will work on in the group. The group runs for one hour each week. We also have a trained ELSA who works with small groups and on a 1:1 basis depending on needs.

**4. Who is the named SEND contact?**

Mrs Angela White

## **5. What specific expertise is available to children with SEND?**

Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

## **6. What specialist equipment and facilities are there for children with SEND?**

FM systems, alternative keyboards, slope boards, weighted pens, magnifier bars, adapted exercise books, wobble cushions, standing desks, weighted blankets and IPADs. Additional equipment is purchased when necessary.

## **7. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, DOJO conversations, home school diaries, SEN Support Plan discussions, progress reviews and yearly written reports.

## **8. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

## **9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the SENCO / Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

## **10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

## **11. What are the contact details of support services for the parents of children with SEND?**

Cumbria County Council's Local Offer -

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>

Cumbria SEND IAS (Information, Advice and Support) Service (Parent Partnership) 01228 226 582.

IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)

**12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Liaise with previous / future setting to arrange additional transition session.
- Opportunities for the child and parent to have supported visit's to the new setting.

**13. Where is the Local Authorities Local Offer published?**

Cumbria County Council's Local Offer -

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0>