

Seghill First School
Seaton Valley Partnership of Schools
SEND Information Report

At Seghill First School we work hard to ensure that children achieve their potential and thrive whilst they are with us. Our aim is that **all** children are safe, supported and successful. To do this, we:-

- Work as a team to support our children's development, irrespective of starting points;
- Teach children to be confident, resilient and independent learners;
- Celebrate their efforts, hard work and kindness;
- Encourage them to be inquisitive and ambitious members of our school community;
- Value the importance of friendship, communication and honesty;
- Have high aspirations for children;
- Continually review the curriculum to ensure it meets the needs of our children.

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| SCHOOL NAME | Seghill First School | |
| TYPE OF SCHOOL | First School | |
| ACCESSIBILITY | Fully wheelchair accessible | No |
| | Auditory/Visual enhancements | No |
| | Other Adaptations | No |
| CORE OFFER | <p>Are you able to deliver your core offer consistently over all areas of your school?</p> <ul style="list-style-type: none"> ● Yes. All children educated on one site. Staffing is flexible based on the needs of all the children. Learning Support Assistants (LSA's) are Read Write Inc. trained. Various members of staff have completed training in: Speech and Language, Sensory Support (hearing impaired), Behaviour Management, Autistic Spectrum Disorder training, Talk Boost, NELI (Nuffield Early Intervention), ELSA (Emotional Literacy Support Assistant), Voice 21, Zones of Regulation. ● Staff work closely with parents/carers to identify children with SEND (and those at risk), and intervention is put in place at the earliest opportunity. All children in our school receive quality first teaching. We use many different teaching strategies to scaffold the children's learning, to ensure all children make good progress from their starting points. This could include: <ul style="list-style-type: none"> - Systematic phonics - taught throughout school from reception to year 4, through Read Write Inc. (RWI) and letters and sounds. - Mastering Number (intervention) - available for children who require support in maths. - Mastering Early Number. - Visual maths aids - displayed in all classrooms e.g. 100 square, times tables, numbers, number lines etc. Individual resources are available for all children. - Learning Support Assistants - used to support the learning of different groups of children. - Staff are trained in speech and language support. - Pre-teaching key concepts and knowledge. - We offer a nurturing village family ethos, which ensures all children feel safe and secure. - We work closely with parents to ensure good attendance of pupils. - The Zones of Regulation curriculum is taught to support children in understanding and managing their emotions, behaviours and sensory needs. | |

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| | - The emotional wellbeing of children can be supported by our Emotional Literacy Support Assistant (ELSA). | | |
| POLICIES | Does the school publish the following policies on its website? | SEN | Yes |
| | | SAFEGUARDING | Yes |
| | | BEHAVIOUR | Yes |
| | | EQUALITY & DIVERSITY | Yes |
| | Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? | | Yes |

Broad areas of need

- Cognition and learning;
- Communication and interaction;
- Social, emotional needs;
- Sensory needs.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The school's special educational needs coordinator (Mrs Sarah Kembrey)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Your child's class/subject teacher

Responsible for:

- Quality First Children for all children.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing individual pupil passports and/or support plans. Sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher (Miss Tracey Chappell)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor (Mrs Pamela Knowles)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND at Seghill First School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children

This group, often called Intervention groups by schools, may be:

- Taught inside or outside of the classroom
- Taught by a teacher or a Learning Support Assistant who has had training to run these groups.

Stage of SEN Code of Practice: Pupil Passport or SEN Support Plan

When your child has been identified by the class teacher as needing some extra support in school and their progress continues to be of concern, a pupil passport will be created in collaboration with school staff, the child and parents/carers. The passport will be shared with all staff involved with the child to ensure consistency in the support offered. The passport will identify strategies and provision to support the child to make progress. The actions will be reviewed, and evidence gathered to inform the next steps. The passport will be reviewed regularly to ensure that progress is being made.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The class teacher/SEND/CO/Head Teacher might identify the need for extra specialist support in school from an outside professional e.g. Local Authority SEND Support Services, Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service and CYPs (Children and Young People's Service ie mental health).

For your child this would mean:

- Your child will have been identified by the class teacher/ SEND/CO/Head Teacher (or you may have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Additional High Needs Funding

Requesting an Education, Health and Care Needs Assessment (COSA)

This is a legal process which sets out the amount of support that will be provided for your child.

Statutory assessments are undertaken for children where there are significant special educational needs. It can be undertaken where there is convincing evidence that despite the school, with the help of external specialists, taking purposeful and relevant action to overcome the needs, the difficulties remain or have not been remedied sufficiently. There needs to be a strong case that needs cannot be met from within the school's budget.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support provided and funded by school.

EHC Needs Assessment Process

If there is sufficient evidence, which also includes parent/carer views, an assessment will be initiated and coordinated by the SEND Team at Northumberland County Council.

If the evidence provided by school, parents and professionals suggests that despite appropriate assessment and provision having been made by school, your child is not progressing, or not progressing sufficiently well, the SEND Commissioning Panel will consider what further provision may be needed. They will then advise the Local Authority on the need for it to make special educational provision in accordance with an EHC plan, and a plan will be issued.

At this point, school will be asked to complete and submit information to the Local Authority, which documents small steps or short-term outcomes. This will lead towards achievement of the long-term outcomes identified in the plan.

What will happen?

The Education Health Care Plan will outline the **funding** and what strategies must be put in place. It will also have long and short-term goals for your child.

For your child this could mean the additional funding may be used to:

- provide an adult to support your child within the whole class learning
- run individual programmes or small groups including your child.
- pay for support from outside agencies
- provide resources not available within the school budget

Who are the other people providing services to children with an SEN in this school?

Directly funded or provided by the school:

- Three LSA (Learning Support Assistants)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.

Paid for centrally by the Local Authority but delivered in school:

- Social Services Provision

NIES (Northumberland Inclusive Education Service at Northumberland County Council) which are comprised of:

- Psychological Services
- Emotional Wellbeing and Behaviour Support Service
- Autism Support Service
- Speech & Language & Communication Service
- Literacy Support Service English as an Additional Language
- Sensory Support Service (for children with visual or hearing needs)
- Portage Service

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy
- Primary Mental Health
- CYPS (Children and Young people's Services).

What about looked after children?

We currently have no children identified as LAC (Looked After Children in the care of the Local Authority). Senior staff attend all relevant training to ensure they are compliant with county guidance and are able to plan for the needs of LAC and other groups should there be a need.

How are the teachers in school helped to work with children with a SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- Children's progress is reviewed formally every term and you will be told where your child's attainment is in relation to EYFS or National Curriculum Programmes of Study.
- If your child is in Year 1 and above, but is not yet at National Curriculum age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the beginning of the Reception year children are required to complete a baseline assessment. This is an assessment for pupils of reception age to measure their progress in primary schools.
- Children who have SEND will have a passport, SEN Support Plan or EHCP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review for the child and all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Passports and SEN support plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Seghill First School accessible to children with SEND?

- The building is accessible to children with a physical disability;

- We ensure that equipment used is accessible to all children regardless of their needs;
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.

How will we support your child when they are leaving this school OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All passports and SEN Support Plans will be shared with the new teacher
- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term
- If your child would be helped by a book to support them understand moving on then it will be made for them

In Year 4:

- The SENDCO will meet with the SENDCO and the Head of Year 5 from the middle school to discuss the specific needs of your child
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
- Your child will visit their new school on several occasions throughout the year. A transition week at the end of the summer term involves 2 days of Year 5 staff visiting the first school and 3 days of first school children visiting the middle school.

What do I do if I have a concern?

If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher.

- If concerns persist the next point of contact would be the SENDCO (Mrs Kembrey).
- If the issue cannot be resolved, then further discussion can be arranged with the Head Teacher (Miss Chappell).
- The named governor for SEND is Mrs Pamela Knowles and she can be contacted via the school on 0191 2370419 or by email to schooladmin@seghillsschool.co.uk
- If the matter can still not be resolved, then our SEND Officer at Northumberland County Council can be contacted through the switchboard at County Hall.
- Parent Partner Support and Mediation services are also available – contact County Hall for details.

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| Date of this report | February 2026 |
| Review date | February 2027 |
| SENDCo | Mrs Sarah Kembrey |
| Head Teacher | Miss Tracey Chappell |
| Named Governors | Mrs Pamela Knowles |

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Document Record

| Version | Reason for Amendments/Update/Review | Date of Adoption by Seghill First School | Date of next review |
|---------|---|--|---------------------|
| 1.0 | | 25.05.2023 | March 2024 |
| 1.1 | Reviewed and no changes made | 07 February 2024 | February 2025 |
| 1.2 | Reviewed and no changes made | 01 February 2025 | February 2026 |
| 1.3 | <p>School aims/ethos added to introduction</p> <p>Quality First Children for all children added to responsibility of class teachers.</p> <p>Interventions delivered in school needed to be updated.</p> <p>Pronouns changed to they/them.</p> <p>Stage of SEN Code of Practice: School Action changed to Pupil Passport or SEN Support Plan</p> <p>Stage of SEN Code of Practice: Pupil Passport or SEN Support Plan – Explanation made clear about what happens at this stage.</p> <p>What will happen? - Remove hours of support and replace with funding to reflect changes now being made to EHCP's in Northumberland.</p> <p>Remove - This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 15 hours of support in school <p>What about looked after children?—one child who is changed to no LAC.</p> <p>Changed - a National Curriculum level given in reading, writing, numeracy and science. Their progress is reviewed formally every term and to and you will be told where your child's attainment is in relation to EYFS or National Curriculum Programmes of Study.</p> <p>Remove - At the end of each key stage (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.</p> | 03 February 2026 | February 2027 |