



Sea Mills Primary School

SEND Information Report

A guide to our provision for special educational needs and disabilities

School	Sea Mills Primary School
SENCO	Mrs. Kat Cesarz
Headteacher	Mr. Andrew Kinnear
SEND governor/trustee	Mr. Michael Lister
Approved / reviewed	
Next review due	

Welcome and key contacts

Introduction

This report contains information about the help and support we offer children with Special Educational Needs and/or Disabilities (SEND).

Sea Mills Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to develop a sense of community.

We believe that every teacher is a teacher of children with SEND and that high-quality teaching is an essential entitlement for every child, regardless of their individual needs.

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How to obtain this report in another format

Please call or visit the school office to request a printed version of this report, along with any other adaptations you may require.

The areas of SEND we provide for

Our inclusive approach

Sea Mills Primary School offers support for children across the four areas of need as identified in the SEND Code of Practice (2015):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical needs

The school currently provides support for the following specific types of Special Educational Needs and Disabilities:

- Autistic Spectrum Condition (ASC)
- Attention-Deficit Hyperactivity Disorder (ADHD)
- Neurodiversity
- Dyslexia/Literacy difficulties
- Trauma and attachment
- Delay with fine and gross motor skills
- Chromosome depletion
- Visual impairment
- Deaf/Hearing impairment
- Speech and Language delay/difficulties
- Social communication difficulties
- Global delay
- Cognitive delay
- Epilepsy
- Other specific medical conditions that require specialist care

Specialist provision, resourced bases or limits of the site

We do not have access to specialist or resource base provision on site. Where a pupil requires provision beyond the school's existing expertise or resources, we work with parents/carers, the local authority and relevant professionals to seek specialist advice, additional support or alternative provision appropriate to the pupil's needs. This is done using a Graduated Response to need, which is described in the sections below.

Identifying and assessing needs

How we identify possible SEND

According to the Children and Families Act (2014), a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. Children are added to the school SEND register if they require provision which is additional to and different from that of their peers.

The school's system for regularly observing, assessing and recording the progress of all children is used to ensure early identification of those who are not progressing satisfactorily and who may have additional needs. Pupil Progress is regularly reviewed and used as an early identification tool for possible SEND.

As well as assessment and observation, concerns may be raised by parents/carers or other professionals, and this information will also be used to gather a holistic view of the child's needs.

Where a child has transferred to us from another setting, we seek to liaise with the previous school and request all relevant information about the child, including any monitoring of possible SEND.

On-going monitoring of the pupils and provision (information gathered from data, book-looks, learning walks, subject assessments and progress towards individual targets) will identify whether the child requires support that is more individualised than the rest of the cohort and above and beyond what can be provided through High Quality Teaching.

Assessments are carried out depending on which area of need the child is experiencing difficulties, but could include:

Communication and Interaction:

- Speech screeners
- Language screeners
- Wellcom Toolkit (Early Years Speech and Language)

Cognition and Learning:

- Reading assessments (benchmarking)
- Phonics assessments
- SNIP literacy assessments (reading and spelling)
- GL Assessment screening tools (dyslexia, dyscalculia)

Social Emotional and Mental Health:

- Emotional Literacy (ELSA) assessments
- Strengths and Difficulties Questionnaire (SDQ)
- Social Communication Questionnaires (SCQ)
- EBSA self-assessment tools

Physical/Sensory:

- Functional Skills Checklist
- SMART Moves Assessment Tool

What happens when a concern is raised

Where there are new concerns raised or a need identified, the Class Teacher should be contacted in the first instance, and relevant setting-based provision should be put in place to support the identified need in discussion with parents/carers.

If concerns persist despite ordinarily available provision being implemented, the SENDCo will be consulted and where appropriate, do a class visit to observe the child. In collaboration with the child (where appropriate), class teacher and parents/carers, next steps will be decided, including agreement of any onward referrals or signposting where necessary.

Assessment and the graduated approach

We use a Graduated Approach to SEND, working with an assess - plan – do - review model.

Assess: The first step is to collect information to better understand need or barriers to learning and wellbeing.

Plan: Once needs are understood, adaptations, provision and other support can be planned. Signposting and requests to other services may be made. Expected outcomes can be agreed.

Do: In this step, the plan is put into practice. This may involve strategies at home and in an educational setting.

Review: The impact of the plan is reviewed in partnership. Good progress may mean SEN support is no longer needed; lack of progress will require the assess-plan-do-review cycle to be repeated and for adaptation of support to take place.



At the point of initial concerns being raised, a pupil may be placed on a monitoring list. At this stage, a one-page 'pupil passport' will be completed with the child by an adult they know well to gain their views and decide on a few specific strategies to support them at school.

If it is agreed for a child to be placed on the SEND register (if their required provision falls above and beyond that of their peers), the child will receive an Individual Education Plan (IEP) which brings together all the key information about a pupil's strengths, needs, outcomes and specific strategies and/or interventions to support them. These are reviewed, in collaboration with parents/carers, three times a year and next steps are informed by reviews.

See section below for more detail.

SEND register and records

If a child's provision needs are identified as being additional to or different from the differentiated offer provided for their peers, a discussion will take place with parents/carers to decide if they should be put on the SEND register.

If a child is on the SEND register, outcomes (in the form of SMART targets) and provisions are planned by Class Teachers in collaboration with parents/carers, the SENDCo and any other professionals involved with the child.. Plans are reviewed at least three times a year between teachers and parents/carers and reviews inform the next steps for the child.

If a child is not making expected progress after an agreed amount of time, despite this additional support being in place, parents/carers or school can apply to the Local Authority (LA) for an EHC needs assessment to establish if the child requires an Education, Health and Care Plan (EHCP).

Children with EHCPs will still be in receipt of an IEP and actions will continue as above. EHCPs clearly state the needs of and intended outcome for the child by the end of each Key Stage and the local authority and school have a statutory duty to deliver the provision set out in Section F of the EHCP.

Evaluating the Effectiveness of Provision for Children with SEND

As well as reviewing progress towards children's outcomes on children's Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs), provision is monitored through analysing data, reviewing progress over time, book looks, learning walks, lesson drop ins and observations from subject leads and members of the Senior Leadership Team. Data gathered informs provision planning, identifies training needs and enables the school to continue ensuring the best possible outcomes for children with SEND.

Consulting and involving parents and carers

Working with parents and carers

The school aims to involve and communicate effectively with parents/carers at every stage from early identification of SEND through to planning and reviewing ongoing progress. Parents/carers of children with SEND are invited to meet with class teachers three times a year, in addition to parent/carer evenings, to be fully involved in the 'assess, plan, do, review' process for their child.

IEPs are developed and reviewed with parent/carers during these meetings to ensure collaboration and a consistent approach.

In addition to this, children with an Education, Health and Care Plan (EHCP) will have an annual review where current long-term outcomes are reviewed new outcomes and provisions will be set. Short term outcomes for plans are set and reviewed every two terms.

We offer an open-door policy. Parents/carers are encouraged to make an appointment to meet with their child's class teacher or the SENDCo at any time to discuss concerns or provision in place for their child.

Information, advice and support

Special Educational Needs and/or Disabilities Information, Advice and Support Service (SENDIAS) provide the information, advice and support service for Children and Young People with SEND and their families in Bristol, South Gloucestershire and North Somerset (SENDIASS).

Website: <https://www.sendandyou.org.uk>

Email Address: support@sendandyou.org.uk

Advice Line: [0117 992 6009](tel:01179926009)

If parents/carers disagree or wish to make a complaint

Any concerns about SEND policy or provision should be raised initially with the class teacher. If the concern is not resolved at this point, then the issue should be raised with the SENDCo.

If the complaint cannot be resolved, it can then be made in writing to the Head Teacher, who will endeavor to resolve it.

If issues persist, steps will be taken in line with Leaf Complaints Procedure, full details of which can be accessed here: <https://leaftrust.co.uk/governance/trust-policies/>

Bristol Local Offer

Information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers.

<https://www.bristol.gov.uk/web/bristol-local-offer>

We contribute to Bristol's local offer by actively engaging in improvement initiatives, such as surveys, partnership with services, Bristol City Council Clusters, involvement with the Inclusive Learning Service and feeding into school network discussions.

Consulting and involving pupils

Pupil voice and participation

Pupil voice is essential for developing a holistic understanding of a child's strengths, needs and what might help them to feel supported in school. Children contribute to the Individual Education Plan (IEP) review process by contributing their views three times a year to their IEP.

Children with EHCPs are also encouraged to contribute to their annual reviews, sharing key information with a trusted adult at school. At the early stages of SEND identification, a one-page 'pupil passport' is completed with the child to gather their views and ensure their strengths and interests are considered, as well as things they're finding difficult.

Where appropriate, children are invited to attend meetings to ensure their voice has been heard and their views are taken into account with support of school staff or their parents/carers. If the child does not attend, an adult from school or a parent/carer will share their previously gathered views on their behalf.

Children are encouraged and supported to develop their own strategies to help them access learning and develop their independence.

We also regularly conduct pupil conferencing about specific issues or aspects of school life and ensure that the views of children with SEND are collected as part of the school community and inform any decisions made.

Accessible communication

Visual prompts and other accessible resources are used to gather the views of children who are pre-verbal or those who require additional measures to support their communication.

This could be in the form of sorting pictures into 'likes/dislikes', identifying feelings through use of faces or emojis, drawing pictures or using communication boards to express opinions.

Teaching approaches and curriculum adaptation

High Quality / Adaptive Teaching

We believe that every teacher is a teacher of children with SEND and that high-quality teaching is an essential entitlement for every child, regardless of their individual needs.

All teachers are trained to provide Adaptive Teaching strategies in line with the 'Five a Day' guidance from the Education Endowment Fund. This includes (but is not limited to):

Explicit Instruction

Scaffolding

Flexible Grouping

Chunking learning

Modelling – 'I do, we do, you do'

Checking Understanding

Other reasonable adjustments that fall under the school's offer of support for children with SEND.

Additional and different provision

Where a child has received the support described above and concerns persist, the graduated response will be used to identify what additional support needs to be in place and an IEP or EHC needs assessment request will be actioned, as appropriate.

Support provided is matched to individual need. We work with a need-led model, not a diagnosis-led model. While we recognise that diagnosis can be an important step in understanding a child and their needs, we do not need a diagnosis to appropriately plan and deliver tailored support.

Curriculum and assessment access

We make reasonable adjustments to the curriculum and assessment arrangements so that pupils with SEND can participate, demonstrate their learning and make progress alongside their peers. Adaptations are based on individual need and may include adapted resources, visual supports, assistive technology, alternative methods of recording, additional processing time, movement or sensory breaks, modified tasks and support from an adult. Teachers regularly review the effectiveness of these adjustments with the pupil, parents/carers and the SENDCo. Where appropriate, access arrangements for statutory assessments are considered and applied in accordance with the relevant national guidance.

Learning environment and physical access

We make reasonable adjustments to the learning environment to support pupils' individual sensory, communication and physical needs. These may include carefully considered seating, visual timetables, reduced distraction workspaces, access to quiet or sensory spaces, adapted equipment, movement breaks and changes to lighting or noise level. Physical access needs are considered individually and, where necessary, we work with families, the Local authority and relevant professionals to identify appropriate adjustments. Further information about the accessibility of our site can be found in the school's Accessibility Plan:

<https://www.seamillsprimary.org.uk/wp-content/uploads/2024/11/Accessibility-Plan-Oct-2024.pdf>

Staff expertise and training

SEND leadership and staff expertise

Relevant training and Professional Development opportunities are provided for all staff according to current needs in the school.

Training has recently been carried out by staff in the following areas:

- Adaptive Practice training
- Allergy and Anaphylaxis
- Makaton
- Pathological Demand Avoidance (PDA)
- Strategies for supporting Dyslexia
- Emotion Coaching
- Playfulness, acceptance, curiosity and empathy (PACE)
- Use of Visuals to aid communication
- Speech and Language service training
- PATH with a focus on Inclusion
- Trauma Informed Practice
- Comic Strip Conversations
- Sensory Differences (including sensory circuits)
- ELSA training
- Senior Mental Health Lead training

The SENDCo has completed the National Award for SEND Coordination, holds an MSc in Psychology of Education and keeps up to date in SEND issues regularly through attending Bristol City Council Cluster events and Leaf Inclusion Network meetings, as well as attending other training in the field.

Information is disseminated on to the rest of the staff during staff meetings, in-service training days or meetings with individual teachers or LSAs.

Our wider staffing team includes:

- Reading Specialist Teacher with BDA Accredited Level 5 Certificate in Dyslexia; literacy, support and intervention
- Accredited Reading Recovery Teacher
- ELSA trained Pastoral Learning Support Assistant
- Level 3 Early Years SENDCo qualified member of staff

Securing specialist expertise

We work closely with a wide network of external professionals and organisations to ensure children receive comprehensive support both in school and at home.

- **Health and Social Care:** We partner with Speech and Language Therapists (SALT), Occupational Therapists (OTs), Physiotherapists, and CAMHS to support physical, medical, and mental health needs within the school day.
- **Local Authority Support:** We collaborate with Educational Psychologists and Specialist Advisory Teachers (e.g., for Autism, Visual or Hearing Impairments) to adapt our classrooms and curriculum for complex needs and arrange for tailored support for individual children.
- **Voluntary Sector & Charities:** We direct families to SENDIASS for free, independent legal advice. We also work with local charities, such as Bristol Parent Carers.
- **Whole-Family Support:** When a child's needs impact their home life, schools liaise with Early Help Services to get support in place for the family. Early help services in Bristol work with families to get children and families the right support at the right time, including:
 - Children's Centres and Family Hubs where you can get information, peer support and one to one family support
 - parenting support, such as parenting courses
 - health visitors, who support with early parenting
 - schools and school nurses, who can help with mental health and wellbeing and sexual health
 - GPs
 - youth clubs and youth and play activities
 - Child and Adolescent Mental Health Services (CAMHS), who support children and adolescents with their mental health
 - speech and language services
 - domestic abuse support

The SENDCo and Senior Leadership Team regularly liaise with external support services to ensure that all appropriate actions are in place for children and families who require additional support.

The decision to refer to specialist support will be made in collaboration with parents during the Graduated Response to need process (assess, plan, do, review) to decide when a referral should be made, and which service would be the most appropriate. Referrals to most services can be made by the SENDCo, or appropriate signposting will be given to parents/carers if referrals should be made elsewhere.

As a school, we work closely with the following services

Educational Psychology Service Bristol Autism Team Sirona Speech and Language Therapy Service Occupational Therapy Service The HOPE Virtual School Sensory Support Service (Hearing and Visual Impairment) Early Years Inclusion Team Primary Mental Health Service (PMHS)	Children and Adolescent Mental Health Service (CAMHS) North Star Outreach School Nursing Team Community Paediatrics Families in Focus/Early Help
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Inclusion, wellbeing and safety

Inclusion in lessons and wider activities

We are committed to ensuring that pupils with SEND can participate fully in all aspects of school life. Reasonable adjustments and appropriate support are considered for lessons, assemblies, school trips, clubs, performances, sporting activities and social times. Planning is based on each pupil's individual needs and may include additional preparation, adapted resources, changes to activities, additional adult support or an individual risk assessment. We work with pupils and their parents or carers to identify and address potential barriers to participation.

Emotional and social development

The emotional wellbeing and social development of all pupils are important to us. Our universal offer includes social and emotional teaching through adaptations to our curriculum, content in PSHE lessons, themed assemblies, class cultures and belonging strategies used across the school.

Where a child requires more individualised support throughout the day, this may include access to a trusted adult, check-ins, mentoring, pastoral interventions (such as ELSA), social communication groups, regulation strategies, sensory or movement breaks and support during less structured parts of the day. Where needed, and through discussion with parents/carers, we may seek more specialist support for children through further referrals to services such as; Primary Mental Health Service (PMHS), Link Forward or the Children and Adolescent Mental Health Service (CAMHS).

The type and level of support provided will depend on the pupil's individual needs and will be reviewed regularly, along with parents/carers.

Listening to pupils and preventing bullying

Pupils with SEND are supported to express their views, report concerns and contribute to decisions about their education. Depending on individual communication needs, we may use conversations, visual supports, pupil passports, questionnaires, observations, communication systems or support from a trusted adult.

The school takes all reports of bullying seriously. Staff receive information about pupils who may be particularly vulnerable and make reasonable adjustments to enable them to recognise and report bullying. We promote understanding of difference through the curriculum and our wider work on relationships, behaviour and inclusion. Concerns are investigated and addressed in accordance with the school's Behaviour for Learning, Anti-Racism and Anti-Bullying Policies, which can be found here: [Policies - Sea Mills Primary School](#)

Transitions

Joining the school

We recognise that starting a new school can require additional planning for pupils with SEND. Before a pupil joins us, we gather information from parents/carers, the child's previous setting and any professionals involved. Depending on individual need, transition arrangements may include additional visits, meetings with key staff, photographs or visual transition materials, visits by school staff to the previous setting, a phased introduction or an individual transition plan. Relevant information is shared with staff before the pupil starts.

Moving class, key stage or school

Transitions within school are planned carefully. Teachers share relevant information about the pupil's strengths, needs, successful strategies, provision and current outcomes. Identified pupils receive enhanced transition arrangements and may be offered additional opportunities to meet new staff, visit their new classroom or use photographs, social stories or transition books.

When a pupil moves to another school, including secondary school, we liaise with the receiving SENDCo and other relevant staff and pass on all relevant information and documentation. For pupils who need enhanced transition arrangements, we work with the pupil, family, receiving school and other professionals to develop an individual plan.

Children in care with SEND

For children in care who also have SEND, the Inclusion Leader (who is also the SENDCo and Designated Teacher) works closely with parents/carers, social workers, the HOPE Virtual School, the placing local authority and other relevant professionals. We aim to ensure that IEPs, Personal Education Plans (PEPs) and Education, Health and Care plans (EHCPs) are coordinated and reflect a shared understanding of the pupil's needs and outcomes. We recognise that difficulties arising from disrupted education, trauma or attachment experiences should be explored carefully and should not automatically be identified as SEND.