Seagry C of E Primary School

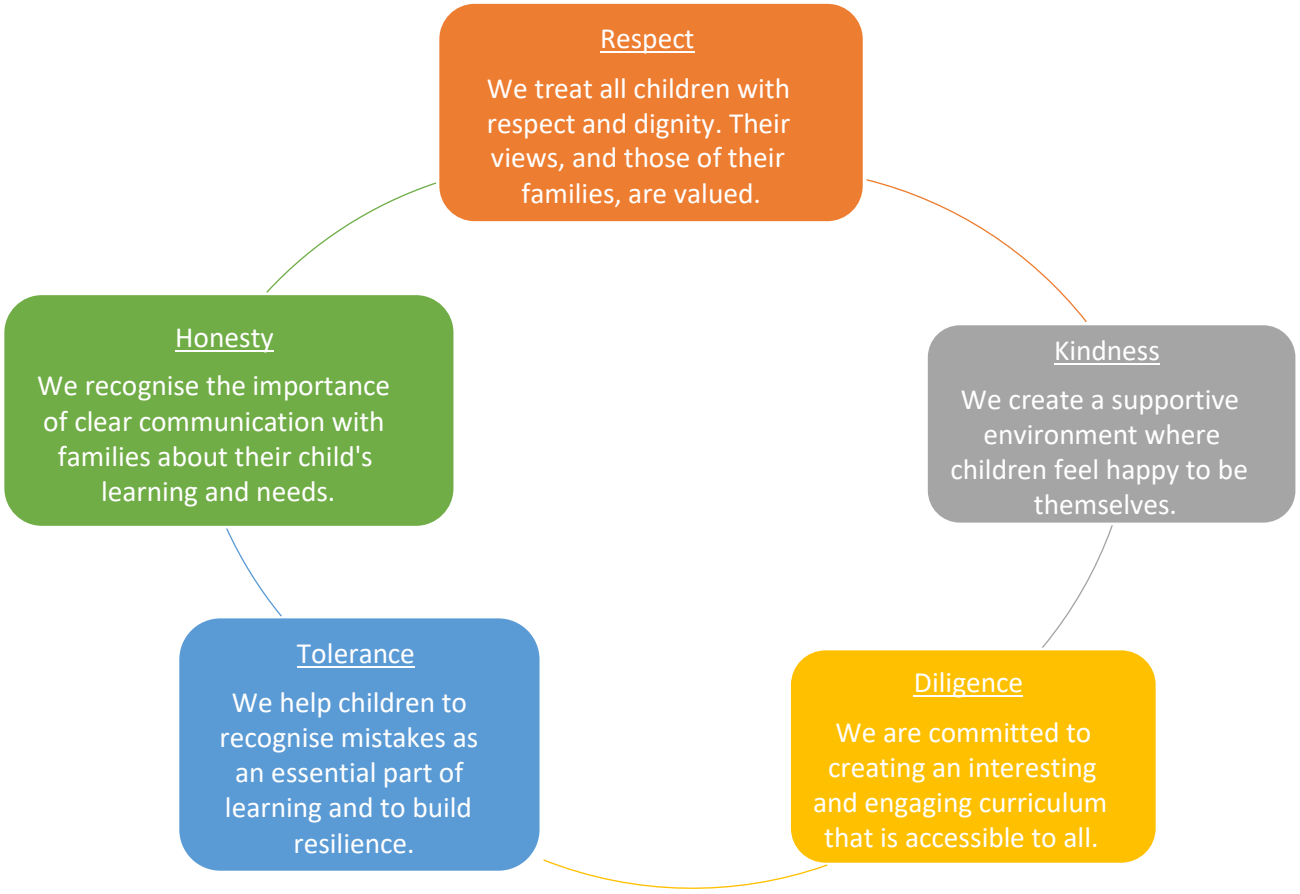
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SEN INFORMATION REPORT

(2026-27)

For Children with Special Educational Needs and / or Disabilities

At Seagry Primary School, we believe that all children deserve to access an education that allows them to reach their full potential. Through a culture of nurture and challenge, we treat children as individuals, recognising that every child's voice is valuable. This is underpinned by our Christian values: respect, kindness, diligence, tolerance and honesty.



A Church of England Primary School

within the

Blue Kite Academy Trust

For the Local Authority local offer, use the following link [SEND Local Offer - Wiltshire Council]

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School Information

Seagry C of E Primary School is a small village primary school near to the town of Chippenham. We believe it is important to promote core Christian values by which to live and which to help to develop a moral and spiritual awareness. We currently have 18 children on roll and have one KS1/KS2 Class.

Specific needs and information

Number of pupils registered with SEND within Seagry C of E Primary School: 3

Key Stage	SEND Support	MSP	EHCP
EYFS	0	0	0
KS1	0	0	0
KS2	1	2	0
Totals:	1	2	0

Number of pupils moving up from SEND support to EHC Plan: 0

Number of pupils awaiting an EHC assessment: 1

There are currently 18 pupils on roll and 17% are identified as having special or additional needs. The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special.

Accessibility

The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special. Our school building is fully accessible as it is all on one level. We do have disabled access into the school and we also have toilet facilities for those with disabilities. All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind.

Seagry Primary School ensures all teaching is adapted to match the needs of each child. This is achieved through high quality planning and “quality first teaching”. This includes children who are very able or have a special educational need. Our Quality First Teaching and an inclusion friendly environment for all children includes:

- A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g. learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.

- A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Visual cues and prompts, visual timetables are used.
- Some children may require more focused support, and additional adults may be used to provide support where appropriate.
- Children who are more able will be challenged through effective adapted teaching in class and invited to attend external workshops.
- Some children with additional needs may require a personalised and targeted intervention to support their learning and enable them to access the curriculum.
- Children with additional needs may be offered targeted interventions, group or 1:1 support for periods of time, but are always encouraged to participate fully in the life of the school.
- A Nurture space is available to all pupils who may need social or emotional support and some "Time out" from a classroom environment.
- We offer pupils support through sessions with our ELSA (emotional literacy support) TA.
- Seagry offers an inclusive approach to learning putting the child first and considering the well-being and safety of all children.

Profile of current SEND cohort area of need is shown in the table below:

SEND Area of Need 2026/27		
SEND	**%**	**No. of Children**
Communication & Interaction (inc ASC)	11	2
Physical & Sensory	6	1
Cognition & Learning – MLD & SpLD	6	1
Social Emotional & Mental Health	6	1

Key contacts for help and advice

Who do I contact in school for more information?	The first point of contact for parents or carers is always your child's class teacher. Some parents and carers speak informally to teachers after the school day, or request a formal appointment. Class teachers also hold Parent Consultation Evenings twice a year. Parents of children with additional needs have a third meeting in term 6 to review transition targets for the next year. Catherine Frost is the Strategic SEND Coordinator and Mrs Shelly Malia is the Operational SEND Leads. Together, they support families, staff and children with additional needs. You can make an appointment to discuss your child's needs.

	Additional points of contact are: Mr Sam Austin and Mr Shaun Carter – Joint Head teachers; and the Local Board member Mrs Kathryn Nicholas who has responsibility for SEND provision. Contact details: Operational SEND Lead emails: smalia@thevineschools.bluekitetrust.org Strategic SEND co-ordinator (SENDCO) email: Cfrost@thevineschools.bluekitetrust.org Or, contact the school office to make an appointment on 01249 720213 email: admin@seagry.bluekitetrust.org
Who do I contact at Wiltshire Council for more information?	0300 456 0100 – phone this WC number and then ask for SEN support or access Wiltshire Local Offer at: SEND Local Offer - Wiltshire Council

What is SEND?

A child or young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability, which prevents or hinders him or her from making use of the educational facilities of a kind, generally provided for others of the same age in mainstream schools. Code of Practice (January 2015).

The SEND Code of Practice refers to four broad areas in which your child's needs may fall. However, children are individuals and it is expected that their needs will not fit simply into these definitive categories:

- Cognition and Learning needs
- Communication and Interaction needs
- Sensory and Physical needs
- Social, Emotional and Mental Health needs

Seagry CE Primary School delivers Wiltshire's Ordinarily Available Inclusive Provision as the foundation of support for all pupils. High-quality inclusive teaching, reasonable adjustments and adaptive practice form the first response to emerging needs.

Attendance and SEND

We recognise the strong link between attendance and educational outcomes. Where attendance concerns arise, we work collaboratively with families and professionals to identify barriers and implement reasonable adjustments where appropriate.

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What should I do if I think my child has a special educational need?

If you are concerned that your child may have a special educational need, we recommend that you first speak with your child's teacher. They will be able to discuss your concerns with you and consider if further action is needed. The class teacher will talk to our Operational SEND Leads and our Strategic Special Educational Need Co-ordinator (SENCo). They are available if you want to discuss your child's need further.

How will the school know if my child needs extra help?

We will know if your child needs extra help by:

- listening to your views and concerns
- listening to your child
- assessing your child regularly
- feedback from staff
- reviewing the impact of additional support in class and boosters
- Monitoring children's emotion, social and mental-health well-being
- Using the Wiltshire checklist for areas of SEND. This is a document, which allows professionals to reflect on the whole child and identify their area(s) of need.
- Information from external agencies (e.g. paediatricians).

Provision

Seagry considers the needs of each child on an individual basis. In the first instance, all children receive high quality adapted teaching that matches the child's needs. Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the SEND Lead/SENDCO to develop a personalised programme of support for your child. All intervention programmes are evidence based, and used to narrow the gap between your child's attainment and the attainment of their peers and remove any barriers to learning. Seagry have an ELSA TA who is available to support children with pupil premium entitlements and pupils with additional needs.

We are also fortunate to have very good relationships with many agencies and are able to refer children to them when appropriate. The school has worked effectively with the following agencies this year:

- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologists
- Specialist Special Educational Needs Service (SSENS).
- Behaviour Support Service

- Ethnic Minority Advisory Service (EMTAS)
- Access to parenting classes (through Wiltshire Local Offer)
- Access to SWAPP courses (through Wiltshire Local Offer)
- Sensory Impairment, Physical and Medical Service Information
- SEND Lead Workers
- Public Health Nursing: Health Visiting
- Public Health Nursing: School Nursing
- Family Nurse Partnership Programme
- Children's Community Nursing
- Children's Continuing Care
- Children's Learning Disability Nursing
- Speech and Language Therapy
- Integrated Therapies
- Paediatric Audiology Service
- Community Paediatrician Service
- Children in Care Health Service
- Safeguarding Nursing Team
- Children's Bladder and Bowel Service
- Neurodevelopmental Service

All staff within the school will have training related to SEND as appropriate to their role and to the needs of the children that we have in school at any one time. General SEND training is arranged at points within the year, and specific training related to individual needs, disabilities or children happens as and when necessary. We endeavour for as many staff to be trained as possible to ensure a consistent approach with children throughout the whole school day.

SEND Training:

Seagry has staff that have trained or specialised in the following areas:

- Special Educational needs/ social, emotional needs (Strategic SENDCO)
- Wesford Dyslexia screening
- Dyslexia Awareness
- Emotional Literacy Support (ELSA)
- Safeguarding
- PREVENT
- Speech and Language
- TEACCH Approach
- Attention Autism
- Pastoral Support/Social Skills
- Scaffolding
- Paired Reading
- Precision Teaching

- Adaptive Teaching
- Writing and Developing Social Scripts and Comic Strips
- PACE approach

Monitoring

The school will know that your child needs extra help or support through a number of channels:

You (as parent or carer) may tell us, the pre-school or school that they currently attend will pass on any information that they have, and/ or other professionals/ agencies will liaise with the school to ensure that your child's needs are met.

Seagry strives to identify any additional needs as early as possible in order to provide the appropriate support.

Pupils who have additional needs are monitored through progress meetings and the SENDCO will keep a register of these children. Parents are consulted throughout this process.

Appropriate assessment procedures are in place, which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENDCO when appropriate.

As part of the 'Assess, Plan, Do, Review' process, if your child is identified as having any additional needs then there are termly opportunities (3 x per year) throughout the year for parents and teachers to review and agree new targets and plan together to ensure we do our very best for your child.

If a class teacher, in consultation with the SENDCO, considers it appropriate to involve outside agencies to support your child, the parents/ carers will be involved with the decision making process and asked to fill in the necessary referral forms.

Parental consent is required for any referrals and all paperwork is treated confidentially and copied to the parents.

If you think that your child may have unidentified needs, you should speak with their class-teacher and ask their opinion. You may then wish to make an appointment to meet with the Special Educational Needs Disability Co-ordinator (SENDCO).

Policies

We try to ensure that parents are well informed about all we do at school. These key policies can be found under Policies on our website:

- SEND Policy
- SEN Information Report
- The Wiltshire local offer
- Admissions Policy
- Accessibility Plan

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- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Equality Information and Objectives
- Supporting pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Complaints policy

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Supporting your child:

What support will there be for my child?	Your child's needs and requirements will be shared, confidentially, with the relevant staff members and strategies discussed to support their need. Your child's name will be added to our SEND register. This is confidential list of children's names and their area of need. Your child will receive a pupil passport, which is a personalised document that monitors their individual SEND provision. This will be reviewed regularly and each time a copy will be sent home to help inform you of your child's progress. Teachers will plan and teach activities to the work level of your child. They will also give resources to help your child learn. Teaching assistants are in each class to support children's additional needs. If needed small group work or targeted 1:1 intervention will be provided. We can offer ICT resources to pupils who need different access to their learning
What specialist services and expertise are available at or accessed by the school?	Class teachers and learning support staff are trained to support a wide range of special educational need including ASC (Autism Spectrum Condition), ADHD, dyslexia, dyscalculia, physical needs and attachment disorders. We have 5 members of staff trained for paediatric first aid and all staff are trained in basic first aid and child protection. Identified members of staff have received training on allergies (epi-pen use). We also have a number of staff who are Team Teach trained. We also have an Emotional Literacy Support Assistant (ELSA) available within our school.
How is the decision made about what type and how much support my child will receive?	We want all children to make progress, so if they have a period where they are not making progress we will use a TA or a teacher to support them. Teachers and TAs will assess pupils as part of the normal lesson time and then decide what booster/intervention programme is needed to support that particular area. If we use an external agency to assess a pupil, they will suggest strategies or support and the school will put these in place. If a child has additional needs, we may request an Education and Health Care Needs Assessment (EHCNA) and this is

	followed by an 'Education Health Care Plan' and in these documents it is explained what support is needed and how it will be funded. Each year the school creates a 'Provision Map' and this shows what support is being put into place for each child in school who needs additional support.

Specific needs information & support:

On the following pages, we list what services we can provide / support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if we can work something out.

Communication & Interaction	This incorporates speech, language and communication. It is when children need help to develop their linguistic competence; they may need help with specific sounds, becoming fluent or taking part in conversations. Sometimes children need help with vocabulary or 'tenses'. Some children need help with social relationships or situations. Children with an Autism Spectrum Condition (ASC) have difficulty making sense of the world in the way others do and need help learning about change and social situations at school and their routines. We work closely with Speech & Language therapists and the Wiltshire SENSS Communication and Interaction Team to help our children with C&I difficulties.
Cognition & Learning	Children with learning difficulties will learn at a slower pace than other children will and may have greater difficulty than their peers acquiring basic literacy and numeracy skills or in understanding concepts, even with appropriate adaptation. We will help children with C & L by offering specific programmes to support their learning, more detailed adaptation or setting the curriculum in smaller steps. We work closely with the Wiltshire SSENS Cognition and Learning Team and the Wiltshire Educational Psychology Service.
Sensory & Physical Needs	There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment. We link with a range of services such as Occupational Therapists, Teacher of the Deaf and the Wiltshire SSENS Team and take advice from them in order for our pupils to fully access their curriculum.
Social, Emotional & Mental Health	Some children have difficulties in their emotional and social development that mean they require additional and different provision in order for them to achieve. Children may have immature social skills and find it difficult to make and sustain healthy relationships. Difficulties may be displayed through the

	child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour. We work closely with the behaviour support service to give the very best to our pupils with these challenges. We also have one ELSA trained TA and access to the Relate Time to Talk Counselling service who can provide additional support in these areas.
Medical Needs	If your child has any medical needs, then we will work closely with parents and the school nurse to create an individual Health Care Plan – please look at our Medical Conditions policy, which covers all areas of medical needs. If we know that a child has specific needs, then we liaise with the school nurse and receive specialist training. All our TAs and teaching staff receive annual First Aid training and 5 members of staff have paediatric First Aid training.
Speech and Language Therapy (SALT)	When a child comes to Seagry with a plan from the Speech Therapist, or if we notice a child has difficulty with an area in speech or sounds, we work in partnership with parents and the speech therapist to plan regular sessions at school where a TA can work with a child. Plans are regularly reviewed and the speech therapist will come into school to assess pupils and have meetings with staff and parents.
Counselling	Although we do not have a trained counsellor at school, we can access counselling services through our School Nurse or a referral to CAMHS or the MHSE team.
There are many services provided by Wiltshire Council signposted in their Local Offer website – SEND Local Offer - Wiltshire Council	

Communication:

How will school keep me informed about my child's progress?	At Seagry, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate their children's success. Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN Review Meetings, Annual Reports and a Mid-Year Report. Communication also takes place through Class Dojo and both formal and informal discussions with your child's teacher, Operational SEND Lead and Strategic SENDCO.
Are parents and carers involved in planning, assessment and review of needs?	Most definitely – they are key to helping children progress – we like to work together closely to meet children's needs. Through Parent Consultation Evenings and SEN Review Meetings, Pupil Passport and My Support Plan review

	meetings, parents are involved in the assessment and review of their child's needs.
Are pupils involved in reviewing their learning?	We value pupil voice and children are regularly asked to review their learning and the strategies used. This can be informal discussion during booster groups or interventions or as part of a formal assessment. Their views will be recorded on their pupil passport. Your child will receive positive encouragement and feedback on their progress from staff. We actively listen to all children and put their needs at the centre of all that we do: • Your child will be involved in the setting and reviewing of learning outcomes. • Person Centred My Support Plan meetings. • One Page Profiles to reflect Pupil Voice. • Pastoral support for pupils with SEND to listen to their concerns and views.

General things you might want to know.

How accessible is the school setting?	The school is on one level and is wheelchair accessible. Within our facilities, we have one disabled toilet that is close to all classrooms. As a rural village school, we have excellent outside resources and learning areas, which can be easily accessed. Our playground has both tarmac and grass areas and is flat. It can be accessed from all classrooms.
Who will be responsible for my Child's day to day needs?	The class teacher is responsible for your child's day-to-day needs and they are supported by a teaching assistant.
Will my child be included in all curriculum areas?	We will do all we can to ensure that your child will have access to the curriculum, just like other children.
Will my child be able to go to after school activities and trips?	All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind. We help children with SEND to access extra-curricular activities by: • including parents in any relevant decisions about their child. • where appropriate using additional adult support. • following advice from other professionals/advisory services. • completing risk assessments.

What do you have in place to make sure my child is not bullied?	We have a comprehensive, very clear behaviour management policy, which includes anti-bullying. Through our curriculum, ethos and collective worship, we foster a culture where everyone is valued, and where everyone feels happy to talk to an adult if they have a problem. If a child finds it difficult to communicate, we would ensure that there were appropriate means for any issues to be raised and dealt with swiftly.
What is a 'one-page profile' sheet?	This is a single sheet that captures all a child's needs, what makes them happy, what works well, what does not work well etc. – it is a useful document for anyone to see information quickly and clearly.
What is a target sheet?	If a child is working towards specific 'target' areas at school, these are noted and monitored to make sure that progress is being made. Targets should be SMART – S – specific M – measurable A – achievable R – results focussed T – time bound
What are the expectations for a child with SEND?	Seagry Primary School believe that every child is an individual and therefore, a 'one-size-fits-all' approach is not the most effective way to help children with special educational needs. We have high aspirations for all our pupils and personalise learning so that all children can achieve. Teaching staff follow a clear cycle of assessment and review: assess, plan, do and review. All children throughout the school have targets and next steps to work towards. Children with SEND will also have next steps and this may be broken down into smaller graduated steps to ensure success and build confidence. Every child in school is discussed with the Head Teacher, SENDCO, Class Teacher and Teaching Assistant at designated pupil progress meetings, to ensure no child's learning and well-being is left to chance.
What is the difference between a 'Pupil Passport', 'My Support Plan' or 'Education, Health and Care Plan' (EHCP)?	'Pupil Passports' are used for those children with additional needs and who are receiving school support. If your child has a 'pupil passport', they are then placed onto our SEND Register. If your child requires further support, then they may have a 'My Support Plan' or 'SEND Support Plan' which is a non-statutory plan and is often put in place if a child is likely to require a statutory EHCP. A 'My Support Plan' or 'SEND Support Plan' includes a one-page profile of the child and highlights their strengths and difficulties. It details the support that Seagry will be giving to the child as well as their personal targets. 'Pupil Passports', 'My Support Plans' and 'SEND Support Plans' are reviewed regularly (3

	x per year). The 'Education, Health and Care Plan's (EHCP) are a statutory plan that may come with some additional funding to help support the child's needs. These are also reviewed regularly (3 x per year) with one of those reviews being a more detailed Annual Review meeting.
What is an IEP?	An Individual Education Plan (IEP) is sometimes used to state and monitor pupil targets. We no longer use IEPs but prefer to use our 'Pupil Passport' sheets that are a more pupil friendly target sheet. These are reviewed three times a year by the Class Teacher, TA, Parent and Child.
Who makes sure that children with SEND are looked after well?	All staff working in school are responsible for the well-being of all children in the school. However, the class-teacher will be the person who spends most time with your child along with any teaching assistants working in the class. Mrs Frost, the Strategic SENDCO along with Mrs Shelly Malia, the Operational SEND Lead also monitor the progress and happiness of all our SEND pupils.
Who do I contact if I am not happy with the support or education my child is getting?	In the first instance, you should speak with your child's class-teacher if you have any issues with the support that your child is receiving. If this does not resolve the issue for you or if the teacher feels, it is necessary, you will need to speak with Mrs Frost, the Strategic SENDCO, who will be able to change things or try something new, or put you in touch with someone who can help. We hope that any issue will be resolved by this point but if not, you may wish to speak with the Head Teacher, Mr Shaun Carter or Mr Sam Austin. It is in everyone's interests that concerns are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use formal stages of the complaints procedure. We take concerns seriously and will make every effort to resolve the matter as quickly as possible. If you feel your concern remains, then you can follow our complaints policy, which you can find, on the school website. You can also use the Wiltshire Parent Carer Council service to request advice: WPCC (wiltshireparentcarercouncil.co.uk) Or Wiltshire SENDIASS: Welcome to Wiltshire SENDIASS | KIDS You can also use the Wiltshire Parent Carer Council service to request advice: WPCC (wiltshireparentcarercouncil.co.uk) Or Wiltshire SENDIASS: Welcome to Wiltshire SENDIASS | KIDS

Moving on:

What will happen when my child moves to their next school?	We take transition for our children very seriously, so pupils will be able to visit their new school, more than once if necessary. We have meetings to share notes so that the new teachers will know all about a child's needs. We work very closely with our pre-schools and secondary schools to make sure that this process is smooth and happy: • Seagry has very close links with a number of local pre-schools. • Foundation Stage teachers visit the children's pre-school settings to ensure a smooth transition. • Seagry has close links with each of the secondary schools in Chippenham and Malmesbury and we work in collaboration to ensure a smooth transition from the end of primary school to the beginning of secondary school. • We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school. • We actively collaborate with all three secondary schools supporting children in their turnaround days / weeks.
How could I arrange a visit before my child starts at the school?	Visits to the school are warmly welcomed. You will be given a personal tour of the school by the Head teacher, Mr Shaun Carter or Mr Sam Austin.

Evaluating the effectiveness of our SEND provision:

Who monitors the effectiveness of the SEND provision?	At Seagry, we carefully and regularly monitor and evaluate the quality of provision we offer to all pupils, including those on the SEND register. This is carried out through staff consultations, meetings with parents and pupil voice. We gather parental voice through SEND Parent Questionnaires and during SEND review meetings. Pupil Voice is gathered through 'One Page Profiles' and during SEND review meetings. The SEND Local Board Member also meets with the SENDCO three times a year and monitors and evaluates provision for children with SEND through class observations, book looks and data analysis. The SENDCO also provides a

	written report each term (3 x per year) which is shared with the Local Board Members.
How are interventions monitored and evaluated?	Baseline Assessments are carried out prior to the commencement of any intervention to assist in measuring the progress made. This is recorded by the Class Teacher onto the 'Assess Plan Do Review' section of the child's review plan and this is monitored and evaluated by the SENDCO.
How do you ensure that all staff involved with pupils are aware of the procedures and processes for SEND within your school?	The SENDCO monitors the understanding and application of the SEND processes of all staff members through discussion, observations, and questionnaires. Teachers are provided with a 'Staff Guide to SEND Provision' and this is updated annually. The SENDCO also provides training and SEND surgeries for Teachers throughout the school year.

Useful Links:

National Autistic Society	http://www.autism.org.uk/
Dyslexia Action	www.dyslexiaaction.org.uk/
Rise Trust	http://www.risetrust.org.uk/
SEN Local Offer	https://localoffer.wiltshire.gov.uk
Wiltshire Parent Carer Council	WPCC (wiltshireparentcarercouncil.co.uk)
Wiltshire SENDIASS	Welcome to Wiltshire SENDIASS | KIDS

For more information please see our web site Seagry CofE Primary School - Seagry CofE Primary School where a copy of the school prospectus can be downloaded.

We do hope that this gives you all of the information that you need about our school in relation to SEND. If you have any further questions or comments about how we may be able to improve our service, please do not hesitate to contact one of the named people.