

Special educational needs (SEN) information report

Seascape Primary School



Approved by:	Mr D Christie	Date: 28.10.25
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

You can ask a member of staff to provide you with a paper copy of the policy.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Caroline Stuart. She is a qualified teacher.

Mrs Stuart has 4 years of experience in this role and has previously worked as a SEND Teaching Assistant within primary and secondary schools, has been a classroom teacher for several years and is currently SENCO and Deputy Headteacher for Seascap Primary School. Mrs Stuart has the following qualifications:

- PGCE in Primary Education
- NPQLBC (National Professional Qualification in Leading Behaviour and Culture)
- DFE trained Early Career Teacher Mentor
- National Award for SEND Co-ordination (NASENCO) March 2025
- Postgraduate Certificate in SEN Coordination March 2025

Mrs Stuart is non-class based which ensures she has adequate time each week to strategically plan and manage SEN provision across school.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Recent external training for all staff in relation to SEND includes:

- Trauma Informed Approaches
- Adaptive Teaching
- Nurture Group Training – Whole School Approach

Teaching assistants (TAs)

We have a team of 16 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All Teaching Assistants are trained to deliver interventions such as WellComm, SALT Intervention and Sensory Intervention.

In the last academic year, TAs have received up-to-date training, from external professionals, in the interventions listed above.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists (Including Private SALT)
- › Educational psychologists and Assistant Psychologists
- › Occupational therapists (including Sensory Worx)
- › Physiotherapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Piece of Mind Team
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations
- › Foundation of Light

- Advisory Teams (including Emotional Wellbeing and Effective Learning Team, Autism and Social Communication Team and the Cognition and Learning Team)
- Place2Be
- Behaviour Improvement Team/Crisis Response
- GAP Team
- Primary Inclusion Panel
- EYFS Outreach Team
- SEND Advisory Officers
- SEND Caseworkers

These professionals may:

- Act in an advisory capacity and suggest interventions or support strategies that could be beneficial for the child.
- Extend expertise of school staff by providing training or resources to support specific needs.
- Complete assessments, including multi-disciplinary assessments for ADHD or ASD
- Support a child directly through 1:1 or small group work.
- Support staff to identify outcomes for a child's SEND Support Plan.
- Support parents with the diagnostic process, or to establish support strategies at home.
- Make recommendations for a statutory assessment

For further information about SEND support services available in County Durham, please see the Local Offer: <https://www.durham.gov.uk/localoffer>

3. What should I do if I think my child has SEN?

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes

The school constantly monitors children's academic, social and emotional progress. Any concerns about a child, in consultation with parents, are dealt with immediately with the relevant professionals being informed. Parents are able to discuss their child with the class teacher, SENCO or Headteacher at any time.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching.

Children, including children with SEND, are assessed every term and are tracked and monitored throughout the academic year and their school life. We hold a termly Parent's Meeting, where a child's SEND Support Plan is discussed and reviewed, and school also sends out a termly progress report and End of Year Report to parents.

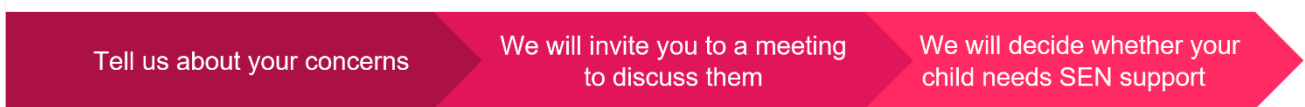
At Seascap Primary School we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

- 1) **Assess** a child's special educational needs
- 2) **Plan** the provision to meet your child's aspirations and agreed outcomes
- 3) **Do** put the provision in place to meet those outcomes
- 4) **Review** the support and progress

As part of this approach, we will produce a SEND Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website: <https://www.durham.gov.uk/localoffer>

If you would like to discuss your child's SEND requirements in detail, please [contact the school](#) to arrange an appointment.



If you think your child might have SEN, the first person you should tell is your child's teacher. You can request a meeting with them via the school office or contact them directly via Class Dojo.

They will pass the message on to our SENCO, Mrs Stuart, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: senco@seascapeps.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics or it may be that the child is struggling with anxiety, or social communication.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. This could be in-class support or targeted intervention. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been

any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

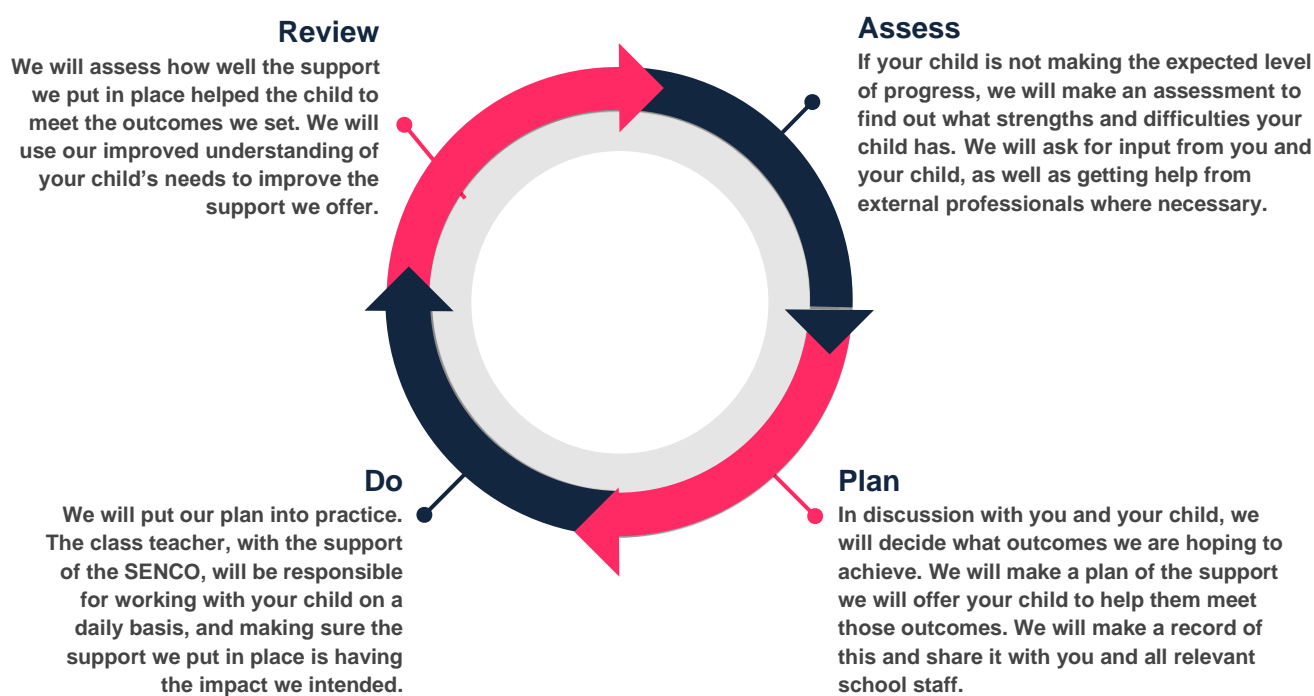
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress and attainment in core subjects, as well as an in-depth end of year report covering all areas of the national curriculum.

Your child's class/form teacher will meet you three times a year at Parents' Evenings to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations; we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance via Class Dojo or the school office. You can also contact the SENCO, Mrs Stuart, using the following email address: senco@seascapeps.co.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of development and understanding. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Provide their views via 'All About Me' or a questionnaire
- › Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Seascape Primary School is an inclusive school.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1:1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Utilising a variety of teaching and learning styles
- Adapted learning materials and resources
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts etc.
- Additional in class support
- Additional out of class support with specific interventions
- Support through one-to-one interaction, group activities or whole class work
- A broad range of extra-curricular activities, including a variety of after-school clubs, one to one support and booster sessions e.g., School-Led Tutoring
- Access to adapted enrichment activities e.g., 'sensory friendly' discos, parties and performances
- Work with external agencies – CAMHS, Advisory Teachers, Speech & Language, Occupational Therapy, Looked After Children Team, Educational Psychologist, EAL Team
- Assessment procedures to ensure children are monitored and given the appropriate support.

We may also provide the following interventions:

- WellComm
- Fine/gross Motor
- Speech and Language
- Bespoke Sensory Diets/Interventions
- SEMH support – Getting Along, Zippy's Friends, Apple's Friends, Passport, Therapeutic Story Writing
- Place2Be Play Therapy
- Nurture/Nurture Plus Style Provision within the Purple Room
- Tailored SEMH support through The Lilac Room
- Enhanced SEND support within EYFS through The Rainbow Room

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	<ul style="list-style-type: none"> • Visual Timetables • Social Stories • Sensory breaks from the classroom (The Lilac Room) • Sensory aids in the classroom e.g. weighted blanket, wobble cushion, chew buddy. • Extra processing time • Support with key transitions • Visual Communication Boards • Now, Next and Then
	Speech and language difficulties	<ul style="list-style-type: none"> • Specialist assessments • Speech and language therapy/intervention (overseen by external professional who trains TAs to deliver throughout the week) • Clear modelling • Instructions broken down/child repeats • Using child's name to gain attention • Facilitated interactions with peers • Support to develop vocabulary • Simplified language for instructions if appropriate • Visual Communication Boards
Cognition and learning	Specific learning difficulties, including dyslexia	<ul style="list-style-type: none"> • Writing slope • Coloured overlays • In-house dyslexia screening if appropriate • Cognition and Learning Team Support • Access to RWI in KS2 if appropriate • Layered communication including Makaton and Visuals • Access to reading with a skilled adult • Extra processing time
	Moderate learning difficulties	<ul style="list-style-type: none"> • Adapted curriculum/bespoke curriculum depending on the needs of the child • Pre-teach/Post-teach vocabulary • Access to reading with a skilled adult • Tasks broken down into manageable chunks
	Severe learning difficulties	<ul style="list-style-type: none"> • Bespoke curriculum • Access to a developmental curriculum • Enhanced communication package with parents/carers • Liaise with specialist provisions for support and useful strategies • Liaise with a range of external professionals for support • Layered communication including Makaton and Visuals

Social, emotional and mental health	ADHD	<ul style="list-style-type: none"> • Quiet workstation • Pre-planned and in-the-moment sensory and movement breaks • Universal opportunities for movement • Printed resources to support concentration • Increased opportunities for proprioception • Narrating child's actions to support participation.
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • Nurture/Nurture plus groups • The Purple Room • The Lilac Room • The Rainbow Room • Transitional Objects • Pastoral support/dedicated time with trusted adults in school including SLT • Universal measures including SEMH programmes, Circle Time, RSHE lessons • Whole school approach to Nurture • PACEful interactions • Zones of Regulation • Soft start • Access to snack/breakfast • Place2Be
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> • Input and support from Hearing Impairment Team • Visuals to support • Practical support with equipment • Enhanced communication with parents • Clearly model speech and language sounds
	Visual impairment	<ul style="list-style-type: none"> • Reduced displays • Appropriate lighting • Support from the Visual Impairment Team to 'map out' any new areas in school. • Specialist equipment e.g., personal iPad to mirror and increase the size of main teaching materials • Staff trained by VI Team • Touch-Type lessons to support alternative forms of recording that are accessible to the child.

	Physical impairment	<ul style="list-style-type: none"> • Support from physiotherapists and physiotherapy programme implemented by school staff • Support from Occupational Therapists and bespoke programme implemented by school staff • Specialist equipment including walking frames and OT seating to support access to the environment • Enhanced communication package with parents/carers • Adapted environment to ensure accessibility and entitlement • Bespoke timetables • Fine/Gross motor intervention • Access to outdoor equipment to support movement e.g., EYFS area/trim trail • Feeding and Swallowing plans • Bespoke environments to support mobility • Planned opportunities to strengthen muscles bespoke to the child e.g., standing for a motivating activity in the sand tray to support balance. • Intimate care needs supported by adults • Movement around the setting closely supported by adults to ensure safety • Risk assessments in place – supported by OT • PEEPs
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These interventions are part of our contribution to Durham County Council's [local offer](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours to support in class, either in small groups or 1:1, or to deliver targeted interventions

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via top-up funding, or by applying for an Education, Health & Care Plan (EHCP).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip which take place at the end of Year 6.

All pupils are encouraged to take part in Christmas Productions, Sports Days and Christmas/Halloween parties. For our children with significant need, we ensure we run alternative-style events, through our Purple Room and Lilac Room, so that children can experience low-stimulus parties, performances and Sports' Days in an environment that is accessible for them. This includes ensuring sensory activities are included in the itinerary. Parents and carers are invited to attend all performances/Sports' Days. Our Purple Room after-school club gives children on the SEND register, who require bespoke support and an increased adult-to-child ratio, the opportunity to attend a weekly club and experience success.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

If a prospective pupil has special educational needs or a disability, we are usually made aware of this when parents initially view our school, or when our Early Years team make home visits and Nursery visits ahead of transition days. We work closely with parents and nursery staff to ensure the transition process is as positive as possible for the child, and that provision is in place to support their needs ahead of the child starting at our school. The SENCO and EYFS Lead request all information relating to the child's needs from nursery (or their previous school, if the child is transferring in-year), including previous & current SEND support plans, any reports or recommendations from professionals and any ongoing referrals for support.

We work with school admissions to ensure that prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.

13. How does the school support pupils with disabilities?

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We celebrate the uniqueness of every child and want to empower them to achieve their fullest potential.

The facilities to assist access are outlined in our Accessibility Plan which you can find in the [School Policies](#) section of our website.

Our Accessibility Plan and the short-, medium- and long-term actions, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc.
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

Support for your child will depend on their specific needs, disabilities and recommendations from professionals. It may include:

- Mobility aids, such as walking frames or wheelchairs
- Aids to support a visual impairment
- Aids to support a hearing impairment
- Changes to the physical environment
- Adaptions to the curriculum to enable their participation (e.g., in P.E, using adapted equipment)

14. How will the school support my child's mental health, and emotional and social development?

Social, emotional and mental health is a top priority at Seascope Primary School. We strive to ensure the positive mental health of all children through an enhanced PSHE curriculum, as well as providing further support for children with special needs in this area.

We have a range of therapeutic interventions available to children who require additional support with social & emotional development, including but not limited to:

Zippy's Friends/Apple's Friends (KS1/LKS2/UKS2)

Zippy's & Apple's Friends are social emotional learning programmes which support children to improve their social skills, coping skills and emotional literacy. The fundamental concept of the programmes is very simple – if we can teach young children how to cope with difficulties, they should be better able to handle problems and crises in adolescence and later life. The programmes are based around a series of stories, covering key themes such as feelings, communication, friendship, conflict, change and loss and moving forward. Children develop their own positive strategies to deal with problems through engaging activities, listening to stories, discussion, games, role-play and drawing.

PASSPORT (UKS2)

This programme is aimed at older children in primary school to help them manage their well-being ahead of big changes like tests such as SATS and transition to secondary school. It contains a number of tools and tips to develop emotional and physical resilience. Children explore how they feel using the concept of a 'wellbeing battery' and think about what support they need to feel 'fully charged', for example, how others can affect their battery level, how they can charge their own batteries and what they can do to charge other people's batteries. Children record feelings, thoughts and emotions in their own colourful 'passport' which they work through in the classroom with their teacher helping them every step of the way.

The Resilience Passport is designed for use within the Personal Health and Social Education (PHSE) curriculum where pupils develop the knowledge, skills and attributes they need to manage their lives now and throughout life's journey.

Therapeutic Story Writing (KS2)

Therapeutic Story Writing groups use the metaphor in stories to support children whose emotional and behavioural difficulties are getting in the way of their learning. Therapeutic Story Writing helps children to process difficult feelings, develop social skills and improve children's engagement with writing. It enables children to develop co-operative and trusting relationships with peers, supports speaking and listening skills and increases emotional vocabulary and a sense of belonging in children. Therapeutic Story Writing has been found to be effective in reducing symptoms of stress, depression, anxiety and anger. It is an effective intervention for increasing significant protective factors associated with pupil's resilience.

Place2Be (KS1 and KS2)

Within school, we have a three-day Place2Be model. This allows school staff to refer a child to access 1:1 play therapy for 45 minutes each week. This support comes in a block which will last a number of weeks. A Place2Be School Project Manager (SPM) oversees this intervention which is carried out by a team of counsellors on placement; they measure impact using parent/staff questionnaires at key points throughout the intervention. For many children, who have experienced trauma or Adverse Childhood Experiences, this intervention offers clinical support quickly. This allows school to address the therapeutic needs of the child and identify next step for the child and their family once Place2Be's involvement has concluded. Place2Be staff offer 'Place2Talk' sessions which allows any child in school to request a 1:1 conversation about anything they are worried about. When a child has expressed thoughts of self-harm, the P2B SPM will support school staff in the implementation of risk assessments, which are reviewed regularly, and they will signpost to relevant services for further support. Place2Be staff support with key projects in school, including Children's Mental Health Week, which place children's mental health, and emotional and social development at the heart of our school

The Purple Room (KS1 and KS2)

SEMH need is a prime area of need within our school and we have placed the social and emotional need of our children at the heart of our core offer. In September 2024, we launched 'The Purple Room' which formed a central part of our strategy for school improvement moving forward. Children with significant SEMH need access this provision. This provision has evolved and now, the Purple Room offers Nurture plus for children who cannot access the mainstream classroom and two Nurture Groups to support children identified as having gaps in their developmental profile which is significantly affecting their ability to access the curriculum. Two Nurture Groups run each day and both groups run for one hour and forty-five minutes daily. This intervention is led by two members of staff who have accessed Nurture Group training and school are working closely with the EWEL Team to ensure the Nurture Principles are followed and that the

children who access it are making the necessary progress.

The Lilac Room (KS1 and KS2)

The Lilac Room was introduced in September 2025 and is used by staff as a 'stepping stone' for children who find the demands of the mainstream classroom challenging but who do not need the concentrated SEMH support offered by the Purple Room. The layout of the Lilac Room supports children to regulate: as they enter the room, there is a 'soft landing' and children will access activities that will support regulation unique to their profile. This may be accessing a snack where the proprioception of chewing something crunchy may support regulation. For another child, it may be time out where they can feel 'unseen' for a little while. As you move through the room, it becomes more academic and children will access this area when they have fully calmed and are ready to access learning. Their adult will support them to access this and, when they are working calmly and independently, the adult will know to transition back to class with them where they will be supported until fully settled. Some children with more complex needs access the Lilac Room as part of their pre-planned timetable. This may be due to their physical, sensory, developmental or cognition needs which make the mainstream classroom difficult to manage for large chunks of the day. The classroom teacher maintains responsibility for all children in their class – even when they access the Lilac Room – and will plan bespoke tasks and enhancements that can be accessed within provision for children who are not yet ready for a formalised curriculum.

The Rainbow Room (EYFS)

The Rainbow Room was introduced in September 2025 in response to the increasing complexity of need being seen within our EYFS setting. This provision is accessed by children who find the Nursery and Reception class overwhelming. Some of the children do not have the executive functioning skills to access the classroom and require bespoke support, with an enhanced adult-to-child ratio, in order to experience success. This setting provides a much smaller, safe-space for our children who constantly mouth objects in their environment and it has been designed to incorporate sensory experiences, including increased proprioception, in order to support regulation.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Complete transition days with the incoming teacher towards the end of the summer term.
- Enhanced transition for children with SEND including 1:1 time with their new teacher at the end of the summer term.
- Teachers to create 'All about me'/Social Story PowerPoints to support children with SEND with transition.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with the Year 6 teacher, the SENCO and the Pastoral Support Manager. They will discuss the needs of all the children who are receiving SEN support or have an Education Health and Care Plan (EHCP).

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Christie, our Headteacher, is our Designated Teacher for Looked After Children. He works closely with staff in school to ensure all staff understand the implications for those children who are looked after and have special educational needs and/or disabilities.

Mr Christie also works closely with the Virtual School and associated professionals (Social Services, Full Circle, Educational Psychology, Sensory Worx Occupational Therapy) to plan, deliver & review the impact of provision in place for looked after children with SEND. In addition to their Personal Education Plan, which is reviewed termly with the Virtual School, social worker and carer, looked after children with SEND also have a SEND Support Plan/EHCP (depending on their level of need) which focuses specifically on their identified special educational needs and the associated planned provision and outcomes they are working towards. This is reviewed according to our SEND policy & procedures.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

We hope that complaints about our SEND provision will be rare. However, if there should be a concern, the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the [School Policies section](#) of our website

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see [here](#). You can request mediation by contacting Sue Hall (Chapel Mediation) suehall113@gmail.com

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Durham County Council's Local Offer. Durham County Council publishes information about the local offer on their [website](#).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found [here](#).

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities

- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages