



Seaton Sluice First School

SEND Information Report

2026 – 2027



Our School

Our School Vision

Seaton Sluice First School is a happy, creative and inclusive place to learn where pupils experience a strong sense of belonging. We believe that our high-quality curriculum provides exciting learning experiences for our pupils, within an inclusive environment that promotes equal opportunities for all. We are committed to ensuring achievement for every child within our school, by raising standards and promoting the very best of outcomes regardless of background or ability. The school embraces diversity and is committed to considering the needs of our ever-changing world, preparing children for their future in a supportive, nurturing way.

September 2026 Information

We are a Mainstream First School with a nursery and a Specialist Support Base.

The Lighthouse Specialist Support Base

Our Specialist Support Base, The Lighthouse, is a designated SEND unit that provides specialist provision for up to 15 children with Education, Health and Care Plans (EHCPs). Places within the provision are allocated through Northumberland County Council's SEND Panel. The Lighthouse provides an adapted learning environment with enhanced adult support and provision tailored to children's individual needs.

Seaton Sluice First School currently has 176 children on roll (September 2026)

There are currently 37 children (21%) on SEND register (September 2026)

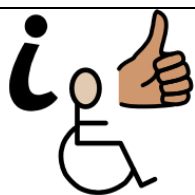
16 children have an EHCP (43%) and have a Personal Learning Intention Map.

21 children (57%) are receiving SEN Support.

20 children (54%) have speech, language and communication needs.

9 children (24%) have a diagnosis of autism.

6 children (16%) have a diagnosis of either a physical disability, visual or hearing impairment.



Accessibility

Seaton Sluice First School is a single-storey building, with the main school entrance and learning areas accessible to children with physical disabilities. The Specialist Support Base (SSB) has ramped access to an enclosed area of the playground.

The school has an accessible toilet and wet room, including shower and changing facilities, located within the SSB. Specialist equipment, such as a hoist and changing bed, can be provided according to individual need.

Where a child requires specialist equipment, adaptations or additional accessibility arrangements, we work closely with parents/carers and relevant professionals, including Occupational Therapy, Physiotherapy and the Visual and

	Hearing Impairment Teams, to identify appropriate provision and reasonable adjustments. Admissions for children with disabilities are considered in accordance with the school's Admissions Policy. Disabled children are not treated less favourably than other children in relation to admission, access to education or participation in school activities. Reasonable adjustments are made according to individual need to support access and inclusion. Further information about the steps we take to improve access to the curriculum, the physical environment and information can be found in the school's Accessibility Plan.
 SEND Responsibility	In the first instance, parents/carers should talk to their child's class teacher. Class teachers are responsible for: • monitoring children's progress and identifying, planning and delivering any additional support they may require; • setting and reviewing targets and Individual Support Plans, where appropriate, and sharing these with parents/carers at least termly; • making reasonable adjustments within high-quality teaching to support children to access learning and make progress; • overseeing support provided by teaching assistants; and • working in partnership with parents/carers to support children's learning. The SENDCO is Mrs Danni Williamson. She has achieved the National Qualification in Special Educational Needs (NPQSEN). The SENDCO is responsible for: • Developing and reviewing the school's SEND policy. • Co-ordinating all the support for children with special educational needs or disabilities (SEND). • Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible. • Ensuring that parents/carers are: -involved in supporting their child's learning -kept informed about the support their child is getting -involved in reviewing how they are doing. • Liaising with other professionals to support children's learning and development, e.g. Speech and Language Therapy and Educational Psychology • Updating the school's SEND register and SEND Monitoring Register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of children's progress and needs are kept. If you would like to contact Mrs Williamson, please call the school on 0191 237 1839 or email Danielle.williamson@seatonsluicefirstschool.co.uk Our Headteacher is Mrs Amanda Bennett. She is responsible for: • The day-to-day management of all aspects of the school, including the support for children with SEND.

	• Making sure that the Governing Body is kept up to date about issues relating to SEND • The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that the needs of children with SEND are met.								
 Types of Special Educational Needs and Disability	At Seaton Sluice First School we support children with a range of special educational needs and disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN Code of Practice 0 to 25 years (2014): <table border="1"> <tbody> <tr> <td></td><td>Cognition and Learning</td></tr> <tr> <td></td><td>Communication and Interaction</td></tr> <tr> <td></td><td>Social, Emotional and Mental Health</td></tr> <tr> <td></td><td>Sensory and Physical</td></tr> </tbody> </table> Children's SEND status is recorded as: ○ No SEN ○ SEN Support ○ EHC Plan		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
	Cognition and Learning								
	Communication and Interaction								
	Social, Emotional and Mental Health								
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 Identifying and Assessing Need	At Seaton Sluice First School, we work closely with parents/carers and staff to identify children who may have additional needs. Where concerns are identified, these will be discussed and appropriate strategies and support will be put in place. Where appropriate, a child may be placed on our SEND Monitoring Register while we gather further information and assess their response to support. We follow the graduated approach of Assess, Plan, Do and Review. Following an appropriate period of assessment, support and review, we will consider whether a child requires SEN Support. Where this is the case, parents/carers will be invited to discuss their child's identified needs, outcomes and the provision that will be put in place. Some children may require more support than is ordinarily available and we may ask outside agencies to work with us in ensuring that we are offering the best support we can.								

Staff can access the Northumberland [Ordinarily Available Provision](#) guidance to help support children's learning within the classroom. There is also an Ordinarily Available Provision guidance for [EYFS](#).

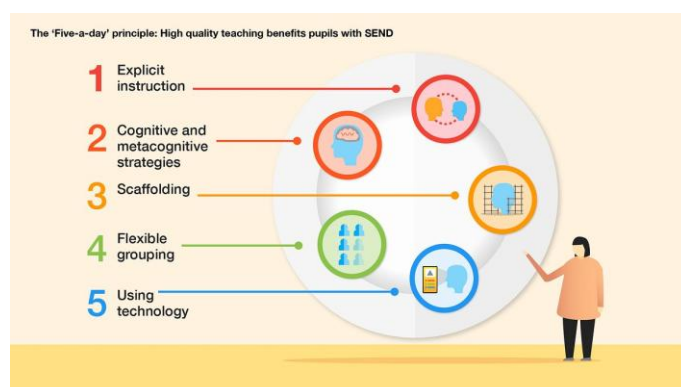


Our approach to teaching children with SEND

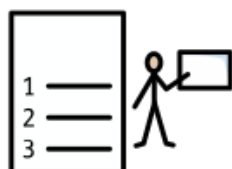
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt high-quality teaching to meet children's individual needs and, where appropriate, plan personalised approaches or timetables.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

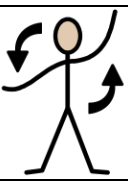
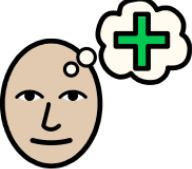


We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching.



Curriculum adaptations

Visual timetables	Task boards	Adult/Peer Support
Timers	Talk partners	Sensory Tools

			
	Scaffolding	Word banks	Visuals
			
	Movement Breaks	Adapted equipment	Chunking
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and all children have access to provisions that support their social, emotional mental health and well-being. We also seek advice and equipment from outside agencies as and when the need arises.			
 Supporting Emotional, Mental and Social Development	At Seaton Sluice First School, we recognise the importance of children's emotional wellbeing and social development. We provide a supportive and inclusive environment in which children are encouraged to develop positive relationships, confidence and emotional regulation. Support is tailored to individual need and may include regular check-ins with a trusted adult, emotional regulation strategies, social communication support, sensory or movement breaks and targeted interventions. Where appropriate, we work with parents/carers and external professionals to identify and provide further support. Children with SEND are supported to participate fully in school life and are encouraged to share their views about the support they receive. The school takes all concerns about bullying seriously and reasonable adjustments are made where necessary to support children's individual needs.		
 Parent Consultations	At Seaton Sluice First School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. In addition to formal review meetings, we encourage an open dialogue with families and parents/carers are welcome to contact their child's class teacher or the SENDCO if they have concerns or wish to discuss their child's provision. We also hold three SEND coffee mornings where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Seaton Sluice First School, direct parents to training courses and support groups and offer opportunities to meet up with outside agencies.		

	Parents/carers of children with an Education, Health and Care Plan (EHCP) or Individual Support Plan (ISP) are invited to two review meetings each year, in the autumn and spring terms, with an optional drop-in session in the summer term. These meetings provide an opportunity to celebrate children's learning, review progress towards agreed outcomes, set new targets and discuss next steps. Copies of relevant plans will be shared with parents/carers. Children with an Education, Health and Care Plan (EHCP) will have a Personal Learning Intention Map (PLIM), which is reviewed termly alongside their statutory annual EHC plan review. Where a child has a specific support plan produced by the Visual or Hearing Impairment Team, Speech and Language Therapy (SALT), or Occupational Therapy (OT), this plan may be used as the child's Individual Support Plan. A separate ISP does not need to be produced where the existing specialist plan clearly identifies the child's needs, outcomes and provision.						
 Child Consultations	Pupils' views are important and children are supported to be involved in decisions about their education and the support they receive, in ways appropriate to their age and level of understanding. Children are given regular opportunities to share what is working well, what they find difficult and what helps them to learn. Their views are considered when planning and reviewing their individual support and provision. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Self-assess what helps them</td><td>Provide feedback and review</td></tr></table>				Self-assess how they are doing	Self-assess what helps them	Provide feedback and review
							
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 Evaluating Provision	We evaluate the effectiveness of our SEND provision by: • reviewing children's progress towards their individual outcomes at least termly; • reviewing SEND provision and progress through Senior Leadership Team meetings; • monitoring provision and outcomes through the SENDCO; • using assessment and tracking information to measure progress and inform next steps; • reviewing Individual Support Plans, PLIMs and specialist plans regularly; and • completing statutory annual reviews for children with EHC plans.						



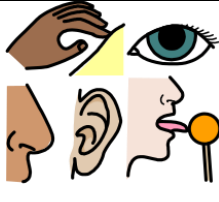
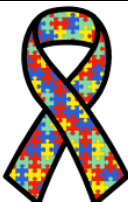
Staff Training

At Seaton Sluice First School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support children's individual needs.

We regularly review the needs of children across the school to identify any areas where additional staff training or expertise may be required. Where a particular need is identified, appropriate whole-school or targeted training is arranged to ensure staff have the knowledge and skills required to support children effectively.

New members of staff are introduced to the school's SEND systems and provided with relevant information about the needs and provision of the children they support.

Staff have completed training across a range of areas, including:

			
Drawing and Talking Therapy	Sensology	Supporting children with Autism	Bucket Time
			
Colourful Semantics	Makaton – various levels	Phonics (Little Wandle)	Positive Handling
			
Specific Learning Difficulties	Physical Needs e.g Physio / Enteral Feeding	THRIVE	Speech and Language
			
De-escalation	TACPAC	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher.

We hold two 'taster' sessions during the second half of the summer term in preparation for children's September start.

Transition to Reception, and then into each successive year-group, is supported by meetings and taster sessions in each new class. For children new to the school in Reception, children will attend a transition day in the Autumn Term.

End-of-Year transition

For children who would benefit from additional transition support, we provide a transition sheet which may include photographs of their new teacher, teaching assistant and classroom environment.

We hold two transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

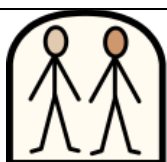
Class teachers meet during the summer term to discuss the needs of the children and share relevant SEND plans and information.

Transition to Middle School

We liaise closely with receiving middle schools to support a smooth transition from First School. For children with SEND, additional transition arrangements may include SENDCO liaison, information sharing, additional visits and individual transition planning according to need.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of their needs and the support that may need to be put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Jigsaw Therapy (SALT and OT)
- High Incidence Needs Team (HINT)
- Low Incidence Needs Team (LINT)
- NHS Speech, Language and Communication Team
- Northumberland Educational Psychology Service
- Northumberland Early Years Inclusion Team
- My School Health (School Nurse)
- Visual and Hearing Impairment Teams
- Paediatricians
- Children and Young People's Service (CYPS)

	Where a referral or involvement from an outside agency requires parental consent, this will be discussed with parents/carers beforehand. Where services operate under different consent arrangements, such as implied consent, parents/carers will be provided with the relevant information and any available opt-out arrangements. Reports and recommendations received from professionals will be shared and discussed with families as appropriate.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips including residentials. All children are encouraged to take part in sports day, school assemblies and performances. Individual needs are considered as part of the risk assessment and planning process, with appropriate reasonable adjustments and additional support considered where required. We are committed to ensuring that children with SEND are able to participate in these activities alongside their peers, with reasonable adjustments and appropriate support considered according to individual need. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaint Procedure	Your first point of contact is the class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Head/SEND/CO or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you can access our Complaints Policy via the school website.



Northumberland Local Offer

The Northumberland Local Authority Local Offer can be found at
<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-o-to-25-years.aspx>

HINT	01670 624 802
LINT	01670 624854
Northumbria Speech, Language and Communication Team	0191 297 9019
Children and Young People's Service (CYPS)	01670 502 700
SEND Information Advice and Support Service	01670 623 555

Report prepared by: Mrs Danni Williamson, Assistant Headteacher & SENDCO

Reviewed: September 2026

Next review: September 2027