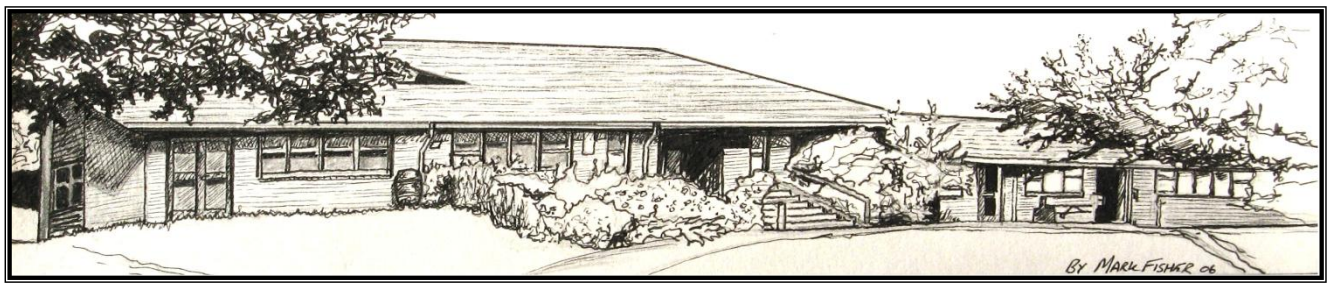
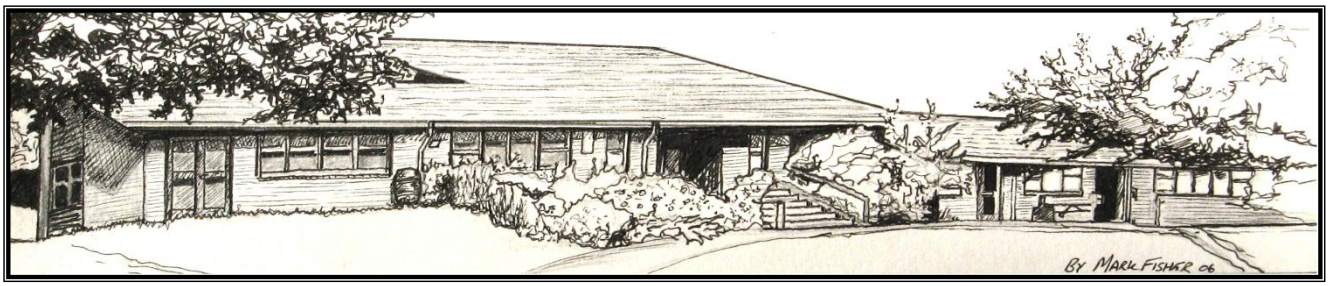


Sedlescombe Church of England Primary School

SEND Information Report 2025-2026

Signed: (Chair of Governors)
Signed: (Headteacher)
Date: September 2025

Learning, Loving and Growing Together with God



Sedlescombe Church of England Primary School

Key contacts

Role	Name	Contact details
Designated Safeguarding Lead	Naomi Oakley	01424870585 noakley@sedlescombe.school
Designated Teacher for Looked After Children	Naomi Oakley	01424870585 noakley@sedlescombe.school
Deputy Designated Safeguarding Lead	Caroline Harvey	01424870585 charvey@sedlescombe.school
Deputy Designated Safeguarding Lead	Elise Brogan	01424870585 ebrogan@sedlescombe.school
Headteacher	Caroline Harvey	01424870585 charvey@sedlescombe.school
Nominated governor for Safeguarding	Robin Jessup	01424870585 rjessup@sedlescombe.school
Chair of Local Governing Board	Chris Butler	01424870585 cbutler@sedlescombe.school
DCAT Lead DSL Head of Safeguarding & People Operations Manager	Dominque Ivil	divil@dcat.academy trustdsl@dcat.academy Telephone: 07871 636 379
DCAT Deputy DSL CEO	Mark Talbot	mtalbot@dcat.academy trustdsl@dcat.academy Telephone: 07597 652316
DCAT Deputy DSL Director of People	Karen Stant	kstant@dcat.academy Tel: 07761 041555
Interim Chair of Trust Board	Nick Taunt	ntaunt@dcat.academy
Safeguarding Link Trustee	Nick Wilkinson	nwilkinson@dcat.academy
Local Authority Designated Officer (LADO)	Sam Efde	Website: Children's LADO referral form | East Sussex County Council 07825 782793 01323 432693
Channel Helpline	Website: Refer to Prevent - professionals | Safe in East Sussex Email: preventreferraleastsussex@sussex.pnn.police.uk National Police Prevent Advice Line: 0800 011 3764 ACT Early Support Line: 0800 011 3764	
Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 Email: Single Point of Advice team
	Emergency Duty Service – after hours, weekends and public holidays	01273 335906 01273 335905
Use this form to submit an allegation to the Children's LADO about an adult who works with children. Website: Children's LADO referral form | East Sussex County Council If the child is at immediate risk of harm, do not use this form and instead contact the emergency services on 999 or SPoA.		

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone can learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**

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About This SEND Information Report

The Children and Families Act 2014 requires all maintained schools to publish a Special Educational Needs (SEN) Information Report each year. This Report and Policy explain how we support children with special educational needs and disabilities (SEND) at our school.

You can find this information on our school website and in the East Sussex Local Offer at: www.eastsussex.gov.uk/localoffer

This Report and Policy are based on the **SEND Code of Practice** and follow the requirements of:

- **Part 3 of the Children and Families Act 2014**, which outlines what schools must do to support pupils with SEN and disabilities
- **The SEND Regulations 2014**, which describe the roles of SEN Coordinators (SENCOs), the process for Education, Health and Care (EHC) plans, and what must be included in this information report

We update this Report and Policy every year and we welcome the views of parents, carers, and pupils as part of that process.

If you would like to share your thoughts or ask any questions, please contact the school office.

If you are thinking of applying for a place for your child, contact the school office:

- Telephone: 01424 870585
- Email: office@sedlescombe.school

We welcome visits to the school by prospective families.

If your child is already at the school, you should talk to the child's class teacher initially and can arrange this by making an appointment via the office.

Roles and Responsibilities

Inclusion Manager

Our Inclusion Manager, **Mrs. Naomi Oakley**, leads the day-to-day operation of our SEND Provision.

- Coordinates support for pupils with SEND, including those with EHC Plans
- Works closely with staff, families, and external agencies
- Advises colleagues and ensures high-quality teaching and support
- Keeps up to date with local services and the East Sussex Local Offer

Mrs. Oakley is experienced in SEND and attends regular training to maintain and develop our provision.

Contact:
Phone – 01424 870585
Email – noakley@sedlescombe.school

Governing Body

Our governors ensure the school meets its duties under the SEND Code of Practice and Equality Act 2010. They make sure:

- Pupils with medical needs are supported
- The SEN Information Report is updated annually and published
- A qualified Inclusion Manager is in post

They also work with school leaders to guide the strategic development of SEND provision and ensure resources are used effectively.

Headteacher

The Headteacher:

- Works with the Inclusion Manager and SEN Governor to lead SEND provision
- Holds overall responsibility for the progress and well-being of pupils with SEND or disabilities

Class Teachers

Class teachers are responsible for:

- The progress of every pupil in their class
- Planning and evaluating support with teaching assistants
- Working with the Inclusion Manager to review and adjust provision
- Following the SEN Policy in their teaching

Children the School Provides For

We are a Church of England Primary School within the Diocese of Chichester Academy Trust (DCAT), welcoming children aged **4 to 11**.

As an **inclusive school**, we support children with a wide range of special educational needs and disabilities.

- If your child has an **Education, Health and Care (EHC) Plan**, please contact your **Assessment and Planning Officer** at **East Sussex County Council**.
- For all other admissions, including children with SEND, apply through the **normal admissions process**. All applications are considered equally.

Admissions Information:

- Sedlescombe Admissions Policy: Sedlescombe CE Primary School website
- School admissions - East Sussex.gov.uk
- Admissions advice: **0300 330 9472**

Meeting the Needs of Children with SEN and Disabilities

At Sedlescombe Church of England Primary School, we are committed to creating an inclusive environment where all children are valued, supported, and encouraged to reach their full potential. We are proud to have been recognised as a **Centre of Excellence** by the **Inclusion Quality Mark (IQM)** for our commitment to inclusive education.

We aim to meet the individual needs of every pupil through:

- **High-quality teaching**, targeted support, and timely interventions
- **Strong partnerships** with parents, carers, and external agencies
- **A nurturing school culture** that builds confidence, independence, and self-belief

We believe all children should have equal access to a broad and balanced curriculum and be supported to thrive academically, socially, emotionally, and spiritually.

Our Aims

We strive to:

- Be an inclusive school, promoting equality of opportunity for all pupils
- Identify and support children with SEND within the Early Years Foundation Stage (EYFS) and National Curriculum
- Recognise and meet the needs of pupils with:
    - Learning difficulties
    - Medical conditions
    - Greater ability
- Work in partnership with families, external professionals, and other schools
- Provide a clear framework for SEND support, including assessment, planning, provision, and review
- Ensure all staff are supported with training and resources to meet pupils' diverse needs
- Enable all children to access the full curriculum and contribute their views
- Promote respectful, inclusive learning environments that support the development of the whole child
- Comply fully with all statutory guidance, including the Education Act 1996, Equality Act 2010, and SEND Code of Practice 2014

Looked After Children

Children who are looked after by the Local Authority will have an Personal Education Plan and, if needed, a Health Plan. These are reviewed three times a year through a Personal Education Plan (PEP) meeting. We coordinate these plans with SEN support plans and involve parents, carers, and social workers in the process.

Identification and Assessment of Special Educational Needs (SEN)

At Sedlescombe Church of England Primary School, we aim to identify and support children with SEN as early as possible to ensure the best outcomes.

A child has SEN if they have a learning difficulty or disability that requires **special educational provision**—meaning support that is additional to or different from what is usually provided for others of the same age.

A child may have SEN if they:

- Have significantly greater difficulty in learning than their peers
- Have a disability that affects their ability to access the curriculum or school facilities

Areas of SEN

SEN may fall under one or more of the following areas:

- **Communication and Interaction** – e.g. speech and language needs, Autism Spectrum Disorder
- **Cognition and Learning** – e.g. moderate/severe learning difficulties, dyslexia, dyscalculia, dyspraxia
- **Social, Emotional and Mental Health** – e.g. anxiety, ADHD, attachment difficulties, withdrawn or disruptive behaviour
- **Sensory and/or Physical Needs** – e.g. visual/hearing impairments, physical disabilities, medical conditions

How We Identify SEN

We assess each child's skills and attainment on entry and regularly monitor progress. We identify children who are:

- Making significantly slower progress than peers
- Not progressing as expected based on previous attainment
- Failing to close or widening the gap with peers

The first step in addressing concerns is always high-quality teaching, targeted to the child's needs. If progress remains limited, the class teacher and Inclusion Manager carry out a detailed assessment to understand the child's needs.

Not all low progress or disruptive behaviour indicates SEN, and having English as an additional language is not a SEN.

We recognise the importance of listening to parents/carers and to the children themselves. Concerns raised by families are taken seriously and help guide our next steps.

SEN Support and Next Steps

When a child is identified as needing SEN support:

- Parents/carers are informed
- Support is planned, implemented, and reviewed regularly
- A **Support Plan** may be created with agreed targets for home and school
- Progress is reviewed termly with parents and relevant professionals

If a child does not make expected progress despite targeted support, an Additional Needs Plan (ANP) may be used. This often involves input from external agencies.

In some cases, the school or parents may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. This may lead to an EHC Plan, which sets out the child's needs and support across education, health, and care. All children with an EHC Plan will have a tailored Support Plan, reviewed annually.

Teaching and Supporting Children with SEN

At Sedlescombe Church of England Primary School, all children receive high-quality teaching. The class teacher is responsible for the day-to-day provision for every pupil, including those with special educational needs.

If a pupil requires additional support, they may take part in a targeted intervention, delivered by a teacher or teaching assistant. These interventions vary in length based on need and are monitored by the Inclusion Manager to ensure effectiveness.

We offer a range of interventions, including:

- **Language & Literacy**: Little Wandle phonics, Lexia, Bullseye, Toe-by-Toe, SNIP, Word Wasp
- **Speech & Communication**: Nuffield Early Language Intervention, Time to Talk, Language Link, Speech Link
- **Social & Emotional**: Zones of Regulation, Socially Speaking, Lego Therapy, Social Skills Groups
- **Motor & Sensory**: Fizzy Fingers, Jump Ahead, Sensory Circuits
- **Maths**: Power of 2, Number Sense

Pupil Progress Meetings are held three times a year, where class teachers and senior leaders review each child's progress and plan any further support. If needed, external agencies may be consulted—with parental consent—for further assessment or ongoing input.

Curriculum and the Learning Environment

At Sedlescombe Church of England Primary School, we provide a high-quality, inclusive curriculum where teaching is adapted to meet the needs of all learners. This includes:

- Adapted planning, scaffolding, and tailored resources
- Teaching assistants supporting pupils in 1:1 or small groups
- Targeted interventions and booster groups for individuals or small groups
- Regular review and adjustment of support based on impact

These approaches reflect the Ordinarily Available Provision expected in all East Sussex schools.

Consulting and Involving Parents and Pupils

At Sedlescombe CE Primary School, we are committed to working in partnership with parents, carers, and pupils to ensure the best possible outcomes for every child with SEND.

Working with Parents and Carers

We aim to:

- Listen to and respect parents' views and concerns
- Provide clear information and support to help them take part in decisions

- Meet with parents regularly to review progress and plan next steps
- Hold parent consultations twice a year and provide an annual written report
- Use Tapestry to share learning and maintain regular communication between home and school
- Offer additional meetings with the Inclusion Manager, available on request via the school office

Involving Pupils

We actively involve pupils in their own learning by:

- Listening to their views, wishes, and feelings
- Supporting them to contribute to decisions about their learning and support
- Encouraging them to reflect on their progress and set goals
- Helping prepare them for the next stage of their education and life beyond primary school

Supporting Transitions

At Sedlescombe CE Primary School, we understand that smooth transitions are essential for all pupils, especially those with SEND.

We provide:

- **Carefully planned transitions** between year groups, including visits to new classrooms and time with new staff
- **Social stories** and tailored transition sessions to support children's understanding and confidence
- **Enhanced transition plans** for children with EHC Plans or additional needs, including extra visits or support from familiar adults
- **Secondary transition support**, including meetings with receiving schools, parents, and external agencies where needed

We personalise transition planning to meet each child's needs and ensure they feel safe, confident, and ready for their next stage.

Expertise and Staff Training

We ensure staff have the knowledge and skills needed to support pupils with SEND. Training is planned based on the needs of individual pupils and the wider school community.

- We run a rolling programme of professional development, reviewed annually
- Staff receive targeted training or whole-school training as needed

Current staff expertise includes:

- Postgraduate Certificate in Dyslexia (BDA accredited)
- Senior Mental Health Lead
- Training in:
    - Autism Spectrum Disorder (ASD)
    - Speech and Language Support
    - Sensory Needs
    - Therapeutic Thinking
    - Lexia

- Number Sense
- NELI (Nuffield Early Language Intervention)
- Little Wandle Phonics
- Zones of Regulation
- Sensory Circuits
- Lego Therapy
- Language Link

We are committed to ongoing training to ensure high-quality, inclusive support for all pupils.

Assessing and Reviewing Pupils' Progress

We regularly assess and review the progress of pupils with SEND to ensure support is effective and outcomes are achieved.

- We use a graduated approach:
  Assess → Plan → Do → Review
  This cycle allows us to refine support based on the pupil's needs and progress.
- Progress and provision is reviewed 3 times a year in consultation with parents/carers, the child and any outside agencies, with clear outcomes and next steps agreed.
- The impact of interventions is carefully monitored and documented.
- We review the quality of teaching and SEND provision across the school through annual self-evaluation, staff reviews, and feedback from parents via meetings, forums, surveys, and the Ofsted Parent View.

Reviewing an EHC Plan

Education, Health and Care (EHC) Plans are reviewed at least annually in partnership with parents, carers, and professionals.

The review:

- Focuses on the pupil's progress towards outcomes
- Considers whether the outcomes and provision are still appropriate
- Involves key professionals where needed (e.g. health, social care, external agencies)

Before the meeting, we will:

- Give at least two weeks' notice to all attendees
- Share reports and advice in advance
- Send out a full review report within two weeks after the meeting
- Align the review with social care reviews if the pupil is looked after

Accessibility and Inclusive Participation

Our school is fully wheelchair accessible, with ramps and lifts in place to ensure access to all areas. For more details, please see our Accessibility Plan on the school website.

We aim to make all classrooms dyslexia-friendly and use a range of aids, including:

- Laptops and coloured overlays

- Visual timetables
- Specialist equipment recommended by professionals

Inclusion in School Life

We are committed to ensuring that all pupils with SEND can fully engage in:

- Classroom learning
- School trips and residentials
- Clubs, enrichment, and wrap-around care

We make reasonable adjustments and work closely with families to ensure every child is included and supported. No child is excluded from activities due to their SEND or disability.

Emotional, Social and Wellbeing Support

We support pupils' wellbeing through:

- Zones of Regulation, helping children recognise and manage their emotions
- Adapted routines, such as lunchtime initiatives for pupils who find unstructured times challenging and soft starts
- Designated safe spaces and trusted adults available when needed

We also access external support, including:

- Bereavement services
- Mental Health Support Team
- TASS, CAMHS, Early Help, and CLASS

We are committed to creating a safe, inclusive environment and have a zero-tolerance approach to bullying (see our Anti-Bullying Policy on the school website).

Specialist Services and Support

When additional expertise is needed, we work with a range of external agencies to support children and families. These include:

- Integrated Therapy Services (Speech & Language, OT, Physio)
- Educational Psychology Service
- ISEND Early Years Support
- CLASS (Communication, Learning, Autism Support)
- School Health Service
- TASS (Team Around the School and Setting)
- CAMHS (Child and Adolescent Mental Health)
- Sensory Needs Service (hearing and vision support)
- Virtual School (supporting looked-after children)
- EAL Service
- Dragonflies and Willow Tree Support (bereavement and family illness)
- FLESS (Flexible Learning Support)
- Mental Health Support Team (mental health and wellbeing)

These services may be involved as part of the Assess–Plan–Do–Review SEN support cycle, always in consultation with parents/carers.

More details: East Sussex Local Offer

Advice and Support

East Sussex Local Offer:
www.eastsussex.gov.uk/localoffer

SEND Information, Advice and Support Service (AMAZE):
📞 0345 60 80 192
📧 informationforfamilies@eastsussex.gov.uk
🌐 www.eastsussex.gov.uk/sendadvice

Complaints

We encourage open, early communication. Please raise any concerns with the class teacher or Inclusion Manager via the school office.

If concerns remain, please refer to our Complaints Policy (available on the school website or via the school office).

Related Policies (available on our website)

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour for Learning Policy
- Assessment for Learning and Teaching Policy
- Supporting Pupils with Medical Conditions
- Equality Policy